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ABSTRACT

This compilation of approximately two hundred document resumes provides educators with abstracts of research, instructional, and other materials in vocational and technical education, and abstracts of funded research and development proposals. The resumes are arranged in ascending order according to an ED (ERIC Document) accession number, with each resume including the author(s) title, institutional source, sponsoring agency, availability, publication data, number of pages, subject terms which characterize the contents of the document, and a document abstract. Subject, author, and institution indexes are provided. Availability information includes microfiche and hard copy prices from the ERIC Document Reproduction Service (EDRS). The section on projects in progress contains approximately one hundred resumes announcing ongoing curriculum development and research projects funded by the Vocational Education Amendments of 1976 (PL-94-482). Included for each are title, principal investigator, recipient institution, start-end dates, supporting agency, contract and/or control number, and a brief project summary. Projects are listed by state, and names and addresses are provided for both individuals and institutions. (LRA)

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Resources in Vocational Education 11

1978 Volume 11 Number 4

ED176093

CE 022 708

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road Columbus, Ohio 43210

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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- ☐ **Generating knowledge through research,**
- ☐ **Developing educational programs and products,**
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- ☐ **Conducting leadership development training programs.**

ISSN 0095—3784

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- ☐ New contracts and grants
- ☐ News column or special features
- ☐ Calendar of events
- ☐ Dissertations in progress
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- ☐ Title index for document resume section
- ☐ Other (specify) _____

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b. **Accessibility.** Full texts of documents are easy to acquire.	E	VG	G	F	P
c. **Organization.** Publication is attractive and well organized.	E	VG	G	F	P
d. **Currency.** Provides current awareness of products and projects.	E	VG	G	F	P

7. Additional comments:

Please fold this form in three sections with the National Center address and postage paid permit on the outside, staple and return.

Funding Information

Project Title:	National Center for Research in Vocational Education, Clearinghouse Function
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Project Number:	498AH80003
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Source of Contract:	Department of Health, Education, and Welfare (DHEW) Office of Education Bureau of Occupational and Adult Education Washington, D.C. 20202
Project Officer:	Paul Manchak
Contractor:	The National Center for Research in Vocational Education The Ohio State University Columbus, Ohio 43210
Project Director:	Robert E. Taylor
Clearinghouse Director:	Wesley E. Budke
Disclaimer:	This publication was prepared pursuant to a contract with the Bureau of Occupational and Adult Education, Office of Education, Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.
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Foreword

Finding available information is a major task for researchers, curriculum specialists, teachers, administrators, and students. The National Center for Research in Vocational Education is dedicated to helping others find useful information.

Resources in Vocational Education is prepared bimonthly by the staff of the National Center for Research in Vocational Education under a contract with the U.S. Office of Education, Bureau of Occupational and Adult Education. Included are abstracts of research, instructional, and other materials in vocational and technical education, and abstracts of funded proposals. The full text of most documents announced in *Resources in Vocational Education* is available in microfiche or hard copy from the ERIC Document Reproduction Service (EDRS). Microfiche also is available in local ERIC microfiche collections.

We appreciate the contributions of state research coordinating units, curriculum coordination centers, instructional materials laboratories, local school systems, colleges and universities, and professional associations. Members of the profession are encouraged to send instructional and research material for possible inclusion in future issues of *Resources in Vocational Education*.

Robert E. Taylor, Executive Director
National Center for Research in Vocational Education

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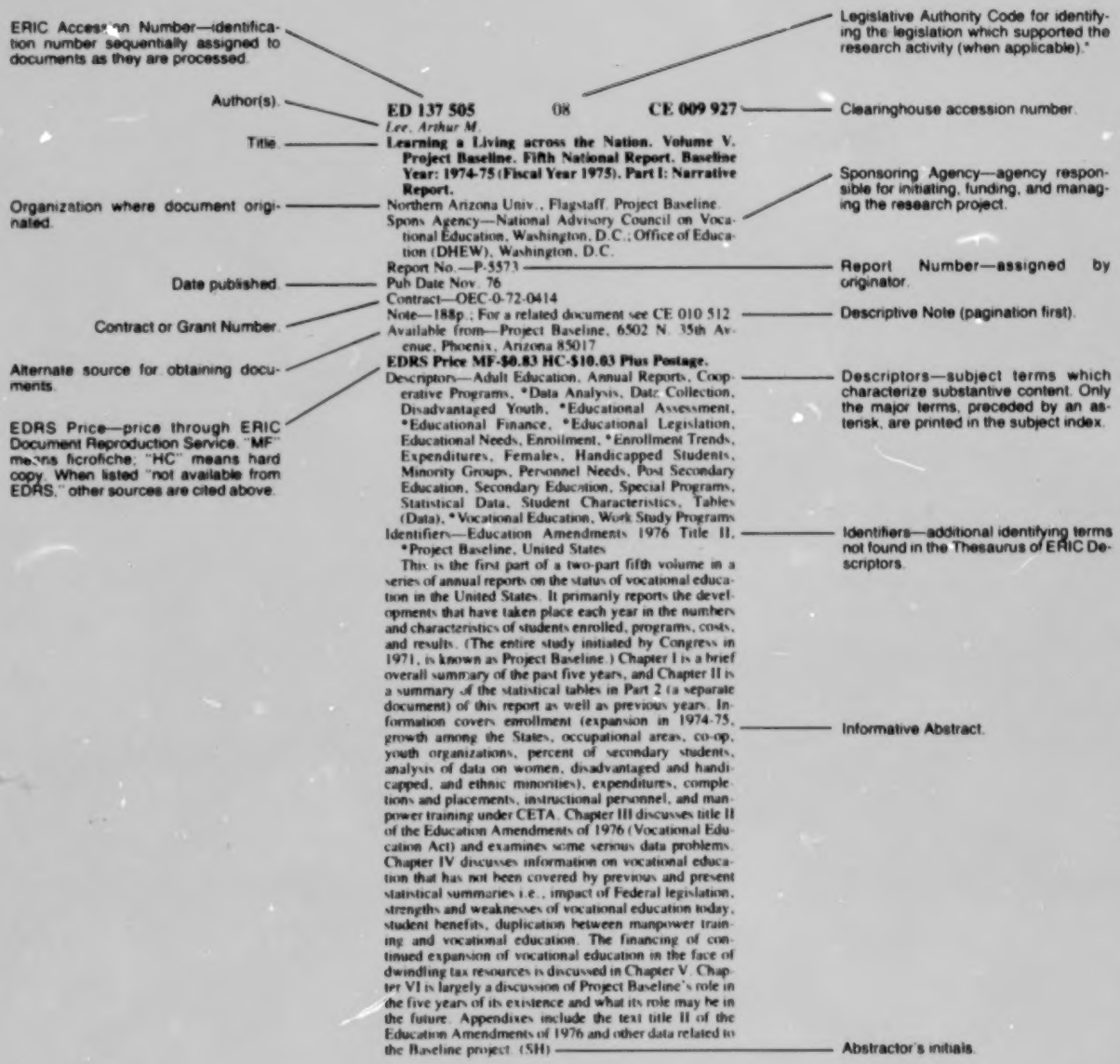
Sample Document Resume


ERIC Accession Number—identification number sequentially assigned to documents as they are processed.
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Alternate source for obtaining documents.
EDRS Price—price through ERIC Document Reproduction Service. "MF" means fiche; "HC" means hard copy. When listed "not available from EDRS," other sources are cited above.
Legislative Authority Code for identifying the legislation which supported the research activity (when applicable).*
Clearinghouse accession number.
Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.
Report Number—assigned by originator.
Descriptive Note (pagination first).
Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.
Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors.
Informative Abstract.
Abstractor's initials.
ED 137 505 08 CE 009 927
Lee, Arthur M.
Learning a Living across the Nation. Volume V. Project Baseline. Fifth National Report. Baseline Year: 1974-75 (Fiscal Year 1975). Part I: Narrative Report.
Northern Arizona Univ., Flagstaff. Project Baseline.
Spons Agency—National Advisory Council on Vocational Education, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Report No.—P-5573
Pub Date Nov. 76
Contract—OEC-0-72-0414
Note—188p.; For a related document see CE 010 512
Available from—Project Baseline, 6502 N. 35th Avenue, Phoenix, Arizona 85017
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors—Adult Education, Annual Reports, Cooperative Programs, *Data Analysis, Data Collection, Disadvantaged Youth, *Educational Assessment, *Educational Finance, *Educational Legislation, Educational Needs, Enrollment, *Enrollment Trends, Expenditures, Females, Handicapped Students, Minority Groups, Personnel Needs, Post Secondary Education, Secondary Education, Special Programs, Statistical Data, Student Characteristics, Tables (Data), *Vocational Education, Work Study Programs
Identifiers—Education Amendments 1976 Title II, *Project Baseline, United States
This is the first part of a two-part fifth volume in a series of annual reports on the status of vocational education in the United States. It primarily reports the developments that have taken place each year in the numbers and characteristics of students enrolled, programs, costs, and results. (The entire study initiated by Congress in 1971, is known as Project Baseline.) Chapter I is a brief overall summary of the past five years, and Chapter II is a summary of the statistical tables in Part 2 (a separate document) of this report as well as previous years. Information covers enrollment (expansion in 1974-75, growth among the States, occupational areas, co-op, youth organizations, percent of secondary students, analysis of data on women, disadvantaged and handicapped, and ethnic minorities), expenditures, completions and placements, instructional personnel, and manpower training under CETA. Chapter III discusses title II of the Education Amendments of 1976 (Vocational Education Act) and examines some serious data problems. Chapter IV discusses information on vocational education that has not been covered by previous and present statistical summaries i.e., impact of Federal legislation, strengths and weaknesses of vocational education today, student benefits, duplication between manpower training and vocational education. The financing of continued expansion of vocational education in the face of dwindling tax resources is discussed in Chapter V. Chapter VI is largely a discussion of Project Baseline's role in the five years of its existence and what its role may be in the future. Appendixes include the text title II of the Education Amendments of 1976 and other data related to the Baseline project. (SH)

DOCUMENT RESUMES

The document resumes presented in this section have been numerically ordered by ED number. Users may scan this section for documents of interest, or they may use the Subject, Author, or Institution Index to locate documents in a specific field or produced by a particular author or institution.

ED 142 775 CE 011 876

Alley, William E. And Others

Relationships between Performance on the Vocational Interest-Career Examination and Reported Job Satisfaction. Interim Report for Period January 1975-June 1976.

Journal Cit—BBB04304

Air Force Human Resources Lab., Lackland AFB, Tex. Personnel Research Div.

Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.—AFHRL-TR-76-89

Pub Date—Dec 76

Note—41p.; Some parts may be marginally legible due to small type

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Aptitude, Aptitude Tests, Armed Forces, Individual Differences, *Interest Tests, *Job Placement, *Job Satisfaction, Military Personnel, Organizational Development, Personnel Selection, Predictive Ability (Testing), Sex Differences, Statistical Analysis, *Test Reliability, *Test Validity, *Vocational Interests

Identifiers—*Vocational Interest Career Examination

Validation of an Air Force vocational interest inventory in the enlisted force was conducted to develop improved job placement techniques with a view toward practical application of results during initial counseling and job placement of enlisted personnel. The Vocational Interest-Career Examination (VOICE) was administered to 18,000 recruits during basic military training. After approximately one year on the job, they were resurveyed to determine the extent to which they were satisfied with their respective occupational assignments. Individual aptitude variables from the Armed Services Vocational Aptitude Battery (ASVAB) served as control measures. Multiple regression analyses were used to characterize relationships between entry-level interests and eventual job satisfaction and to explore moderating effects due to sex and aptitude scores. Results of analyses indicated that the VOICE subscales provided reliable and significant prediction of job satisfaction both for males and females. It was concluded that implementation of job placement procedures based on the VOICE would yield benefits for the enlistee in terms of increased job satisfaction, as well as for the service, which could expect higher productivity, fewer requirements for retraining, and improved job tenure in the enlisted force. (Author/TA)

ED 142 776 CE 011 878

Report on Policy-Making for Vocational Education.

Journal Cit—BBB09463

California Univ., Berkeley. Div. of Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Jun 76

Note—237p.

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Descriptors—Administrative Policy, Educational Assessment, Educational Policy, Financial Policy, Information Dissemination, Personnel Policy, *Policy Formation, Public Policy, *State Programs, *Vocational Education, Workshops

The major goal of a project was to increase the effectiveness of vocational education funds by determining what policies could be effected to improve the quality and increase the quantity of vocational education. Five meetings were held with representatives from five States for the purpose of developing and reaching a consensus on those policies and the principles that serve as the basis for policy. A consensus report was prepared as a result of the five meetings and disseminated throughout the United States in a series of workshops that were held in each of the 10 U.S. Office of Education regions. Approximately 450 people were involved in the dissemination meetings which ranged in size from 20 to 185 people. The four appendixes constitute the major portion of this document: (1) Materials related to the project, (2) materials contained in pre-workshop packets, (3) an interim evaluative report, and (4) the consensus report (which is also available as a separate document). (HD)

ED 142 785 CE 011 900

In-Service Training for Counselor Educators and Counselors Served by Area Vocational Programs. Final Report.

Journal Cit—JQB36450

Purdue Univ., Lafayette, Ind.

Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis.

Pub Date—76

Contract—G05-75-00042-IN-V-4

Note—60p.; Pages 17, 18, and part of 19 were removed due to technical considerations

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Area Vocational Schools, *Counselor Educators, Counselor Role, *Counselor Training, Guidance Counseling, Guidance Personnel, Higher Education, Inservice Education, Inservice Teacher Education, *Job Skills, Post Secondary Education, Secondary Education, *Secondary School Counselors, *Staff Improvement, Vocational Counseling, Vocational Education, Workshops

Identifiers—Indiana

A two-part project was conducted in Indiana to enable school counselors and university counselor educators to become better informed about vocational education as it relates to comprehensive career guidance programing. One part involved a year-long staff development program for counselors from feeder schools for area vocational schools and culminated in a 2-week hands-on work experience in a business or industry. Fourteen counselors from each of two vocational districts took part regularly in the staff development program. During this phase a model for inservice programing was developed. The other part involved counselor educators and their graduate students in two intensive workshops which focused on experience in vocational classes and on activities for new directions in the counselor education program. Both components utilized similar content and experiences and provided for participant evaluation. Interface between the counselors and counselor educators was arranged throughout the year. Project outcomes focused on the need for professional counselors to resolve conflicts centering on pragmatic concerns and idealistic notions, commenting that the professional counselor needs to resolve ambiguities and become an effective human being as a model for the services that are being offered for the good of others. Appended are an inservice professional development model for school counselors and other material related to the project. (LMS)

ED 142 786 CE 011 906

Maloney, W. Paul Eckstrom, Charles A.

Vocational Education and Training Employment Monitoring System. Final Research Report.

Journal Cit—BBB00129FGK57085

Higher Education Center for Urban Studies, Bridgeport, Conn.

Spons Agency—Department of Housing and Urban Development, Washington, D.C.; National League of Cities, Washington, D.C.

Note—57p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Employment Opportunities, *Employment Projections, *Information Systems, Labor Market, *Manpower Needs, Manpower Utilization, Models, Occupational Surveys, Research, School Industry Relationship, *Systems Development, *Vocational Education

Identifiers—Connecticut, Connecticut (Bridgeport)

A study was conducted to develop a monitoring system detailing the employment demands in Bridgeport, Connecticut for graduates of the city's vocational and training programs. The project was divided into two phases and involved the collaborative efforts of the educational, community, and business-industrial sectors of Bridgeport. A checklist based on existent or anticipated training programs in the city was designed asking respondents to check the anticipated number of job openings for July 1, 1977 and July 1, 1979 in 58 vocational specialties. In the first phase, 131 employers with 50 or more employees were surveyed with 120 responding while 31 of the 100 employers of 10 to 49 employees surveyed during the second phase responded. The results of phase 1 suggested that larger employers do make occupational projections concerning manpower requirements for one and three years hence and are willing to share this information with educational and training programs. Phase 2 results indicated usable projection data for educational or student planning. Twelve recommendations concerning the monitoring system, counseling services, placement services, training programs, and cooperative work experience programs were made, including that the phase one monitoring technique be established as an ongoing system and be implemented on an annual basis. (The survey form is appended.) (EM)

ED 142 787 CE 011 910

Building Construction. Competency-Based Education Curriculum.

Journal Cit—RMQ66000ZJF95105

West Virginia State Vocational Curriculum Lab., Cedar Lakes.

Spons Agency—Office of Education (DHEW), Washington, D.C.; West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

Pub Date—Aug 77

Note—131p.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors—Building Trades, *Carpenters, Construction (Process), Core Curriculum, *Masonry, *Performance Based Education, *Plumbing, Safety Education, State Curriculum Guides, *Trade and Industrial Education, Vocational Education
Identifiers—West Virginia

Developed and field-tested over a 2-year period by vocational teachers in West Virginia, this competency-based building construction curriculum contains five units of study: Safety, form carpentry, carpentry, masonry, and plumbing. Each unit is subdivided into several competencies, and for each competency taught the performance objectives, learning activities, and criterion evaluation are specified and the needed forms and reference materials are included. (BM)

ED 142 788 CE 011 911

Blake, Charlotte
Competency Based Curriculum for Clothing Services and Production Sewing.
Journal Cit—RMQ66000ZJF95105
West Virginia State Vocational Curriculum Lab., Cedar Lakes.
Spons Agency—Office of Education (DHEW), Washington, D.C.; West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.
Pub Date—Jun 76
Note—293p.
EDRS Price MF-$0.83 HC-$15.39 Plus Postage.
Descriptors—*Clothing Maintenance Specialists, Core Curriculum, Individualized Instruction, Job Skills, *Occupational Home Economics, *Performance Based Education, Post Secondary Education, *Seamstresses, Secondary Education, *Sewing Machine Operators, State Curriculum Guides
Identifiers—West Virginia

Designed to meet individual needs and learning levels of high school and postsecondary students enrolled in vocational training for occupations in clothing services and production sewing, this competency-based curriculum teaches skills in alterations, dressmaking, and power sewing machine operations. Skills are organized into 13 units: Awareness of clothing service occupations, hand sewing skills, knowledge of sewing equipment, skill in using a domestic sewing machine, skill in making and finishing seams, skill in applying zippers, dressmaking skills, skill in working with knit fabrics, basic skill in using the power sewing machine, additional skills in using power sewing machines, knowledge of sewing lingerie fabrics, skill in making and fitting pants, and skill in altering ready-made garments. Each of the 13 units contains a teacher certification sheet, list of competencies to be developed and the specific learning objectives, references, materials list, learning activities, and evaluation instructions for each competency listed. A publisher's list and list of project ideas are included in the appendix. (BM)

ED 142 789 CE 011 912

Maughan, Donna, Ed. Thomas, Connie, Ed.
West Virginia Competency Based Child Care Curriculum. Revised Edition.
Journal Cit—RMQ66000ZJF95105
West Virginia State Vocational Curriculum Lab., Cedar Lakes.West Virginia Univ., Morgantown. Div. of Family Resources.
Spons Agency—Office of Education (DHEW), Washington, D.C.; West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.
Pub Date—Aug 77
Contract—DVE-32-WV-R-6;
Note—1,030p.
EDRS Price MF-$1.83 HC-$55.59 Plus Postage.
Descriptors—*Child Care, Child Care Centers, Child Care Occupations, *Child Care Workers, Child Rearing, Core Curriculum, Day Care Services, Individualized Instruction, Job Skills, *Occupational Home Economics, Performance Based Education, State Curriculum Guides
Identifiers—West Virginia

Field-tested over a 2-year period by vocational teachers in West Virginia, this child care curriculum contains 12 competency-based modules and a teacher's manual. The modules cover the following task areas: Displaying a knowledge of child care centers and services and the responsibilities of the child care worker; advising adults on prenatal development and care; caring for and feeding infants; displaying a knowledge of the developmental characteristics of the child; protecting and promoting the physical and emotional health of the child; aiding socialization of the child; handling special behavioral situations; supervising play and routine activities; planning and supervising intellectual activities; planning and supervising creative activities; planning, preparing, and servicing food for children; and working with exceptional children. Each module includes a table of contents (by competencies), list of competencies needed to develop that task area, instructional objectives, alternate learning activities, evaluation techniques, an appendix of guidelines, tests and details, a cross-referenced index, and a supplementary reading list for students. A compiled list of all references used in the curriculum and a cross-referenced index of the total program are also included in this document. (BM)

ED 142 791 CE 011 937

Morton, J. B. And Others
Student and Employer Evaluation.
Journal Cit—BBB09463
Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Div. of Research, Planning, and Evaluation.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date—77
Note—30p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Employer Attitudes, Graduate Surveys, *High School Graduates, Job Skills, *Occupational Guidance, *Program Effectiveness, Program Evaluation, Secondary Education, *Skill Development, State Surveys, *Vocational Education
Identifiers—*Oklahoma

An evaluation survey of 1,215 graduates of secondary vocational-technical programs in Oklahoma for the 1975-76 school year and 106 of their employers was conducted to obtain their opinions concerning vocational training programs in Oklahoma. The questionnaire sent to the graduates asked evaluation questions about instruction, training, equipment, placement services, and vocational selection. The questionnaire sent to employers asked them to rate the employees on aspects of employment, characteristics, overall suitability, and to indicate whether they were satisfied with the employee's vocational training. It was concluded from the survey results that most of the students and employers are satisfied with secondary vocetional and technical education programs in Oklahoma. Effort needs to be directed to weaker areas such as the service of job placement provided by vocational technical personnel. More interest should also be shown by the instructor in a graduate's work and progress after graduation. (The appendix comprises one-half of this survey report and includes both the graduate and employer questionnaires and a comparison of responses from graduates in jobs that are related and nonrelated to their vocational program. The section summarizing the findings includes tables showing the complete results of both the graduate and employer surveys.) (EM)

ED 142 792 CE 011 946

Brookins, Walter J.
Energy Related Technology Programs at the Non-Baccalaureate Postsecondary Level.
Pub Date—6 Jul 77
Note—27p.; Speech presented at a National Invitations Conference sponsored by the Energy Research and Development Administration's Division of Labor Relations and the American Association of Community and Junior Colleges, Atlanta, Georgia (October 27, 1976)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Associate Degrees, Community Colleges, Educational Needs, *Energy, Junior Colleges, Manpower Needs, Needs Assessment, Petroleum Industry, Program Development, *Program Planning, Solar Radiation, *Technical Education, *Technical Institutes, Technical Occupations, Technology
Identifiers—Coal, Geothermal Energy, Nuclear Energy

Guidelines are presented for institution administrators considering the initiation of programs to train energy-related technicians at the associate degree level. Two essential preliminary steps are outlined: Acquiring and analyzing all available information about the proposed field including national legislation and surveying the probable need for technicians in the area served by the institution. Study questions for the decision to develop a curriculum are followed by the caution that introducing and refining a new program takes a minimum of five years and also involves determining the need for additional facilities and the availability of qualified instructors. Potential areas for program development are then discussed individually for energy-related technicians in coal mining, beneficiation, and processing; petroleum extraction and refining; nuclear power production; solar energy; conversion of wind, geothermal or tidal energy; and possibly a new type of technician, the energy monitoring or control technician. A list of names and addresses of junior colleges with existing and planned energy-related technology programs is attached for each of four program areas: Coal, petroleum, nuclear, and solar. (BL)

ED 142 793 CE 011 947

Magisos, Joel H. Moore, Allen B.
Evaluation of Vocational Education R & D Programs: An Integrative Analysis of Recent Studies.
Journal Cit—RMQ66000
Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—77
Note—39p.
Available from—Ohio State University, Center for Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Curriculum Development, *Demonstration Projects, Educational Development, *Educational Research, Federal Aid, Federal Programs, Manpower Development, *Program Evaluation, *Research Projects, Research Reviews (Publications), Summative Evaluation, Synthesis, Technical Reports, *Vocational Education
Identifiers—*Committee on Vocational Education R and D, Development Associates Inc, Rand Corporation

This paper provides a composite picture of some recent studies of research, demonstration, and curriculum development programs. The primary focus is on three studies: "Assessing Vocational Education Research and Development" (National Academy of Sciences, 1976, COVERD Report, ED 128 754); Anthony H. Pascal, et al., "Federal Programs Supporting Educational Change, Vol. III, The Process of Change, Appendix D. Innovations in Career Education" (Rand, 1975, ED 108 328); and

"An Evaluation of Vocational Exemplary Projects: Part D Vocational Education Act Amendments of 1968" (Development Associates, Inc., 1975, ED 109 475). Two other studies are used for comparison: "Report to the Congress: What is the Role of Federal Assistance for Vocational Education?" (Comptroller General of the United States, 1974, GAO Report, ED 105 132) and "Knowledge and Policy in Manpower: A Study of the Manpower Research and Development Program in the Department of Labor" (National Academy of Sciences, 1975, DOL/MR&D Report, ED 118 802). Each report is reviewed, including methods of research, findings, conclusions and recommendations, and a critique. All five reports are summarized in a table comparing and highlighting purpose, scope, data sources, findings, and recommendations. A synthesis of the reports is also presented. Recommendations for methods of evaluating future Vocational Education R&D programs conclude the document. A short bibliography is appended. (BL)

ED 142 794 CE 011 948

Moore, Allen B.

Energy Problems Provide Job Opportunities.

Journal Cit—BBB09463

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—1 Jul 77

Note—15p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Demand Occupations, Depleted Resources, *Employment Opportunities, *Employment Projections, *Energy Conservation, Literature Reviews, Natural Resources, *Vocational Education

In response to the problems created by a diminishing energy supply but an increasing energy demand, this second in a series of national reports studies the linkage of vocational education and energy. Through an examination of selected literature with reference to types of energy resources, the author identifies the emerging occupations related to the development of alternative energy sources and considers the relevance of these occupations to vocational education. (BM)

ED 142 795 CE 011 959

Langsdorf, Michael Gibboney, Richard A.

The Career Intern Program: Final Report. Volume I: An Experiment in Career Education That Worked. NIE Papers in Education and Work: Number Seven.

Journal Cit—BBB10536

Gibboney (Richard A.) Associates, Inc., Elkins Park, Pa.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.

Pub Date—May 77

Contract—NE-C-00-3-0122

Note—217p.

Available from—Education and Work Group, National Institute of Education, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20208 (single copies available at no cost)

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Descriptors—Administrative Personnel, Admission Criteria, Career Education, Continuation Education, Counselor Role, Dropout Attitudes, Dropout Characteristics, Dropout Programs, *Dropouts, Educational Alternatives, High School Students, Low Income Groups, *Potential Dropouts, Program Administration, Program Descriptions, *Program Effectiveness, Program Evaluation, Secondary Education, Staff Role, Student Centered Curriculum, Student Characteristics, Student Improvement, Student Recruitment, Success Factors, *Urban Youth, *Vocational Development, Work Experience Programs

Identifiers—*Career Intern Program

Efforts of the Career Intern Program (CIP) to help urban youth get a basic education and further training or a paying job, are described in this report, written for the educator or school board member interested in a program combining basic and career education for high school youth who are not succeeding in regular schools (dropouts or those likely to drop out because of poor attendance and failing grades). Following an introduction giving a brief overview of the program evaluation design, the first four chapters discuss the high school dropout problem, what CIP is (context, administrative structure, development), four case studies of CIP interns, and characteristics of CIP interns. Chapters 5 through 9 follow the CIP interns beginning 10 weeks after the interns have entered the program, through graduation, and for some, up to a year later, through school and to work. These chapters answer the question: Does CIP have the effects one would expect? Chapters 10 through 12 specifically deal with what contributes to CIP's effectiveness. The question of transportability is addressed in chapter 14, the final chapter. (TA)

ED 142 796 CE 011 979

Job Corps. In Brief. FY-76.

Employment and Training Administration (DOL), Washington, D.C.

Pub Date—77

Note—35p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Counseling, *Disadvantaged Youth, Educational Facilities, Educationally Disadvantaged, Educational Needs, Educational Objectives, Educational Programs, *Job Placement, *Job Training, Labor Unions, National Programs, Participant Characteristics, Program Costs, Program Descriptions, Program Effectiveness, Regional Programs, Residential Programs, School Industry Relationship, Unemployed, Vocational Counseling, Vocational Development, *Vocational Education, *Work Experience Programs, Work Study Programs, Youth Programs

Identifiers—*Job Corps

The Job Corps is described as a training program for impoverished and unemployed young people between the ages of 16 and 21 which will help them become responsible adults, prepare to get and hold productive jobs, return to school or further training, or satisfy Armed Forces' entrance requirements. (Currently (1976), Job Corps provides training for 20,700 youth in 60 centers located in 31 States and Puerto Rico.) The following topics provide description and statistics on various aspects of the program: Facilities and training space, recent trends, education, vocational skills training, work experience, counseling, health services, union participation, residential living, maximum benefits system, health services, characteristics of new enrollees, program outcomes and performance, cost performance, cost benefits, and program effectiveness. Tables present information concerning the following areas: Training space distribution (by region and by type of center), fiscal year (FY) 1976 union programs, Job Corps placement (FY 1973-FY 1976), Job Corps centers by region, location of Job Corps centers, and Job Corps by fiscal year (FY 1966-FY 1976). (TA)

ED 142 798 CE 012 009

To Identify and Prioritize Vocational Research Needs in Arizona. Final Report.

Journal Cit—BBB09463BBB13214BE103580

Arizona State Univ., Tempe. Coll. of Business Administration.

Spons Agency—Arizona Occupational Research Coordinating Unit, Phoenix.; Arizona State Dept. of Education, Phoenix. Div. of Career and Vocational Education.; Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Note—99p.; Appendix D, "Abstracts of Related Literature for Each Teaching Area," consists of ERIC resumes and was removed

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Educational Administration, Educational Research, Needs Assessment, Rating Scales, *Research Needs, *Resource Allocations, State Programs, *Vocational Education

Identifiers—*Arizona

To ensure that resource assignments may be appropriately allocated on a sound basis, this study was designed to provide the Arizona research coordinating unit of career and vocational education with a prioritized list of vocational education research needs. Representatives from all levels of vocational education in Arizona were assembled to identify broad problem categories which later provided the core from which the problem rating identification instrument was developed. In phase I of the study, this instrument was mailed to 1,850 Arizona educators representing five service areas, local and State administration, and teacher education. In phase II a stratified random sampling of the data collected was divided into two categories: Researchable items and problems. The researchable items were then reworded into research statements. Finally in phase III, the 10 most identified research statements were ranked in order of importance. Samples of all survey instruments used are appended. (BM)

ED 142 799 CE 012 011

Sheppard, N. Alan, Ed. Sherrard, Frances, Ed.

National Conference on Increasing the Participation of Black Americans in Vocational Education. Proceedings of a National Conference (VPI & SU, Blacksburg, Virginia, March 13-16, 1977).

Journal Cit—RMQ66000

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.; Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Mar 77

Note—202p.

Available from—Public Information and Publications, State Department of Education, Richmond, Virginia 23216 (Order Number CP-8, $5.00)

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Descriptors—*Black Attitudes, Black Colleges, Black Community, Black Education, Black Leadership, *Blacks, Community Attitudes, Community Influence, Conference Reports, *Educational Attitudes, Educational Legislation, Negative Attitudes, Occupational Guidance, *Student Recruitment, Vocational Counseling, *Vocational Education

Identifiers—Missouri

A national conference attended by representatives from 35 States and the District of Columbia generated the following proceedings: (1) Three major addresses focusing on two urgent needs: Upgrading the image of modern vocational education in the eyes of the black community and raising the priority of vocational education in the educational hierarchy, (2) two panel presentations, "The Role of Historically Black Colleges/Universities in Increasing the Participation of Black Americans in Vocational Education," and "The Image of Vocational Education: Some Reflections and Perspectives from Students, Parents, Educators, and the Business Community," (3) summaries of five workshops covering recruitment of Black Americans in vocational education, employment barriers, guidance and counseling, involving black leadership in vocational education, and new vocational education legislation, (4) a short special presentation on the State of Missouri's efforts to recruit Black Americans for positions in their State Department of Elementary and Secondary Education, (5) a special research report with an indepth look at postschool outcomes for blacks and whites in vocational programs, (6) conference recommendations and resolutions, evaluations, and analyses of results, and (7) an appendix containing conference publicity and names

and addresses of conference participants. (BL)

ED 142 800 CE 012 015

Shell, Walter L.

Teaching Shorthand and Transcription. An Instructional Guide.

Virginia State Dept. of Education, Richmond. Business Education Service.

Pub Date—77

Note—34p.

Available from—Public Information Office, State Department of Education, Richmond, Virginia 23216 ($1.00)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Curriculum, Curriculum Design, Educational Objectives, *Instruction, *Office Occupations Education, Post Secondary Education, *Program Administration, *Program Improvement, Secondary Education, *Stenography, Teaching Guides, *Teaching Techniques

Identifiers—Future Business Leaders of America, Virginia

Written as a reference for teachers of shorthand and transcription, this instructional guide is organized into three sections. The first section discusses the administration of the stenographic program and focuses on the needs, objectives, and organization of the program. Characteristics of occupational preparation programs are also noted. Section II presents seven stages of stenographic instruction: Teaching shorthand theory, reading shorthand plates, writing, dictation of familiar material, dictation of unfamiliar material, transcription, and mailable transcription. For each instructional stage a performance goal, teaching suggestions, and evaluation suggestions are included. The last section presents ways to increase the effectiveness of the stenographic program through student selection, homework assignments, timing procedures, the use of the shorthand laboratory, more realistic instruction, Future Business Leaders of America (FBLA) competitive events, evaluation, and teacher enthusiasm. (BM)

ED 142 801 CE 012 026

Benson, Stephen D. Whittington, Marna C.

Increasing Employability: The Utility of the Vocational Opinion Index Transition System.

Journal Cit—OHH54375RMQ66000

Associates for Research in Behavior, Inc., Philadelphia, Pa. Science Center.

Spons Agency—Missouri State Dept. of Education, Jefferson City.; Office of Education (DHEW), Washington, D.C.

Pub Date—Nov 75

Note—25p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Comparative Analysis, Cost Effectiveness, Curriculum Development, *Individualized Programs, Job Skills, Labor Force Nonparticipants, *Program Effectiveness, Program Evaluation, Vocational Adjustment, *Vocational Education, Vocational Education Teachers, Vocational Followup, *Vocational Maturity, Vocational Rehabilitation, Vocational Training Centers, *Work Attitudes

Identifiers—*Vocational Opinion Index Transition System

An impact analysis of the Vocational Opinion Index Transition System (VOITS) was conducted by studying the first six months of its implementation at a Minneapolis vocational training center. (The VOITS program provides skills training personnel with an early diagnosis of an individual's "Job Readiness Posture" and guidelines for the development and implementation of ameliorative activities which result in the modification of nonworker postures.) The participants in the study were placed at random into two groups: One group received only the vocational skills training and the other group received both the vocational training and the VOITS training. A before and after training measure of the "Job Readiness Posture" was given each group. After comparison, the results showed that the VOITS program significantly increases the number of trainees who obtain and maintain jobs upon completion of their vocational training. The study also revealed that VOITS can be successfully implemented in training institutions without additional personnel or capital equipment and that the system is cost effective, yielding a benefit of 17 times the cost of implementation for two years in the Minneapolis study. (A brief description of the implementation process is included.) (BM)

ED 142 802 CE 012 029

Casella, Donald A., Ed.

Comprehensive Career Education in a University: Reflections.

Journal Cit—RMQ66000

Alabama Univ., University. Inst. of Higher Education Research and Services.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—77

Note—165p.; For a related document see ED 132 396

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—*Career Education, Change Strategies, College Faculty, Comprehensive Programs, Consortia, Course Descriptions, Departments, Educational Administration, *Educational Change, Educational Coordination, Educational Needs, *Educational Policy, Educational Problems, *Fused Curriculum, *Higher Education, Integrated Curriculum, Internship Programs, Models, Program Development, Teacher Attitudes, *Vocational Development, Womens Education, Work Experience Programs

Identifiers—University of Alabama

Reflections on a year-long demonstration project infusing the principles and practices of career education throughout the divisions and departments of a major State university are presented in this document for use in institutional renewal in higher education along the lines of the education-work problem. Institutional renewal is discussed in terms of four systems: Academic mainstream, support, outreach, and management. Essays concerning the academic mainstream system are titled as follows: "Career Development: An Initial Impression," "Career Development and the Humanities," "Science Faculty Attitudes toward Career Development," "Career Development: Its Meaning for the Social Sciences," "Career Development: Reflections from the 'Professional' Mainstream," "Career Development in the Communication Classroom," "Some Reflections of a Mainstream Coordinator," "Career Development as Viewed by a Home Economist," and "New College: Personalized Career Development." Essays concerning the support system are titled "A Course in Career Exploration," "Women's Right to Choose," "The Place of the Counseling Center," and "The Real Minority." Essays relating to the outreach system are titled "One Internship Program" and "Reaching Out through a Consortium." The management system is discussed in the essays titled "Management Policies and Strategies" and "Career Education and Faculty Reward." (TA)

ED 142 803 CE 012 041

Apprenticeship: Past and Present, Revised.

Manpower Administration (DOL), Washington, D.C. Bureau of Apprenticeship and Training.

Pub Date—77

Note—32p.; Some parts may be marginally legible due to small print of original

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Agencies, *American History, *Apprenticeships, Disadvantaged Groups, Employment Opportunities, Employment Programs, Employment Services, Employment Trends, Federal Legislation, Females, *History, Secondary Education, Socioeconomic Influences, State Agencies, Veterans, Vocational Education

The history and development of concepts and practices in apprenticeship are discussed in this booklet, which is divided into five sections. Section 1 covers information from indentures imported from Europe, and early labor conditions through skill in apprenticeable trades and apprentice masterpieces. Section 2, Apprenticeship Undergoes Change, covers graduated wages for apprentices, wage rates lag, careers with apprenticeships, and apprenticeship legislation. Modern apprenticeship programs are described in the third section, including certificates of completion, joint apprenticeship committees, basic standards for apprenticeship, and apprenticeship values for youth and industry. Section 4, New Directions in Apprenticeship, includes information on women and veterans in apprenticeship, apprenticeships for the disadvantaged, apprenticeship information centers, preparatory courses, and prejob programs. The final section concludes that projection for employment opportunities shows a need for skilled workers, noting that apprenticeship is one of the best ways of training skilled craft workers. State and territorial apprenticeship agencies and regional offices of the Bureau of Apprenticeship and Training are listed. (TA)

ED 142 804 CE 012 048

A Study to Examine and Develop a Comprehensive Model of Identifying and Providing Realistic Vocational Education Experiences for Learning Disabled Students. Final Report.

Journal Cit—RMQ66000

Saint Joseph Coll., West Hartford, Conn.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—76

Contract—G007500450

Note—27p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Educational Assessment, Educational Needs, Educational Research, *High School Students, Individualized Programs, *Learning Disabilities, Models, Program Development, *Program Effectiveness, Program Evaluation, Program Improvement, Secondary Education, Special Education, *Vocational Education

Identifiers—Connecticut

A study was conducted to (1) examine and evaluate existing vocational programs at the secondary level and to identify such programs or components of programs which appear to be meeting the needs of the learning disabled and the employer; and (2) share these findings with persons responsible for providing vocational education for learning disabled students at the secondary level. The following activities were utilized to secure data: (1) Fifteen meetings were held with representatives from key groups to learn the location of recommended programs; (2) thirty onsite visits of recommended programs were conducted; (3) special meetings about previously unknown programs were attended; (4) a mail survey requesting program information from schools referred to in the literature as providing vocational education or programs for secondary level learning disabled students was conducted; and (5) telephone discussions relative to program offerings were frequently conducted. Three of the 10 conclusions formulated follow, all of which were intended to serve as points for self-evaluation and future directions for schools developing a specialized program: (1) A great majority of the secondary level programs are simply a continuation of the academically oriented elementary and junior high programs; (2) a great majority of the programs are conducted under the direction of the special education department; and (3) regular secondary level vocational programs as a rule do not permit learning disabled students to enroll. (EM)

ED 142 806 CE 012 063

Camaren, R. James And Others

Guidelines for Improvement of Vocational Programs and Resources to Serve Needs of Handicapped Students. Final Report.

Journal Cit—RMQ66000

Performance Management Specialists, Inc., Englewood, Colo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Sep 75

Contract—OEC-0-74-1668

Note—271p.

EDRS Price MF-$0.83 HC-$14.05 Plus Postage.

Descriptors—Comparative Analysis, Curriculum Development, *Educational Needs, Employment Opportunities, *Guidelines, *Handicapped Students, Nondiscriminatory Education, *Program Improvement, Regular Class Placement, Research Projects, Secondary Education, *Vocational Education

Identifiers—Colorado

A statewide census of all Colorado's handicapped citizens led to a research project which was designed to assess the vocational education and service needs of Colorado's handicapped youth and develop guidelines to modify and improve the existing secondary vocational programs to meet these needs. After collecting the data (primarily by survey), a comparative study of the perceived needs and the existing programs was conducted. The study revealed that there were numerous barriers to serving the vocational education needs of the handicapped. Twenty-nine of these barriers were identified by statement and organized into five general areas: Awareness/acceptance of the handicapped; social-interpersonal relations; program administration and funding; school curriculum; and counselor/teacher problems. From these findings the authors generated a list of issues and actions for program improvement and a preliminary list of strategies for implementation. Finally after synthesizing all the information, the formal list of guidelines (contained in this document) was developed and organized around eight vocational education service areas: Identification, assessment, vocational education planning, programing and instruction, personnel, resources and services, school/community coordination, and environment. (The appendixes encompass a large portion of this document and include several survey forms and reference material.) (BM)

ED 142 810 CE 012 068

Gottfredson, Gary D. Daiger, Denise C.

Using a Classification of Occupations to Describe Age, Sex, and Time Differences in Employment Patterns. Report No. 223.

Journal Cit—BBB06621

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Feb 77

Note—35p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Age Differences, *Classification, Comparative Analysis, Demography, *Employment Level, *Employment Patterns, Employment Projections, Employment Trends, Labor Force, *Occupations, Service Occupations, *Sex Differences, Technical Occupations

Identifiers—Holland (John L), Holland Occupational Classification

Employment data from the 1960 and 1970 censuses were organized using the occupational classification system of John Holland to examine age, sex, and level differences in employment and to detect changes over the 10-year period. Data were organized by both kind and level of work in an attempt to answer the following questions: What are the relative frequencies (base rates) of different kinds of work done by men and women? How does the kind of work done differ by level? Are there differences in the kind of work done by people at different ages? and Is the distribution of kinds of work people do changing? Results of the tabulations imply that all categories of work are available to both men and women at the higher educational levels but not at the lower levels. The data also reveal the existence of large sex differences by type of work and level of work within type. Both the 1970 and 1965 tabulations show workers of different ages doing different kinds of work, but the tabulations of age differences for women are not the same as those for men. Finally, trends in the kind of work people do indicate a change in the composition by sex of some occupational categories and also a shift from a technological, thing-oriented occupational structure toward a more extroverted and persuasive or helping workforce. (BM)

ED 142 811 CE 012 080

Jennings, John F. Radcliffe, Charles W.

Commentary on Legislation Affecting Vocational Education Research and Development. Occasional Paper No. 27.

Ohio State Univ., Columbus. Center for Vocational Education.

Pub Date—Mar 77

Note—18p.

Available from—Center for Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($1.90)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Accountability, *Educational Development, *Educational Legislation, Educational Policy, *Educational Research, *Federal Legislation, Public Policy, Resource Allocations, Speeches, *Vocational Education

Identifiers—Education Amendments 1976

The vocational education research and development (R & D) provisions in Public Law 94-482, the Education Amendments Act of 1976, are the primary focus of this commentary by the counsel and staff director of the Subcommittee on Elementary, Secondary, and Vocational Education of the U.S. House of Representatives Committee on Education and Labor. Focus is on the basic rationale and foundation upon which the vocational R & D provisions were established and the expectations of Congress concerning the outcome of resources allocated for vocational education R & D. The four-page formal presentation is followed by an 11-page transcription of the question and answer period, which followed the speech to an audience of research and development personnel. The questions, relating to the content of various provisions in Public Law 94-482, are answered by both the speaker (subcommittee counsel) and by the subcommittee's minority counsel. (BM)

ED 142 812 CE 012 081

Minor and Technical Amendments to the Vocational Education Act; Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor House of Representatives, Ninety-Fifth Congress, First Session on H.R. 3427 (February 17, 1977, Washington, D.C.).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date—17 Feb 77

Note—89p.; Not available in hard copy due to marginal legibility of the original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Community Agencies (Public), *Educational Finance, *Educational Legislation, Educational Needs, Federal Legislation, *Program Administration, Speeches, State Agencies, *Vocational Education

Identifiers—American Vocational Association, Vocational Education Amendments 1976

The Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor met to hear the need for miscellaneous and technical amendments to the Vocational Education Act Amendments of 1976. The discussion focused on the question of how much in Federal funds ought to be used for support of State and local vocational education program administration. The new vocational amendments would limit the State administration to $25 million a year and would bar the use of Federal funds for local administration. Representing The American Vocational Association, Lowell A. Burkett delivered the primary testimony which called for more funds to be used for support of State and local administration of vocational education programs. Numerous letters, prepared statements, and supplementary materials (all of which are included in this document) were also presented as they related to the proposed amendments. (BM)

ED 142 819 CE 012 094

Dixon, Charles

How To Develop and Conduct a Work-Experience Program in Rural Appalachia.

Journal Cit—RMQ66000

Kentucky Valley Educational Cooperative, Hazard.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Note—14p.; For related documents see CE 012 085-086, CE 012 089-090, CE 012 093-094, CE 012 096, CE 012 098-099, and CE 012 101-103 ; Contains some small type

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Community Involvement, Disadvantaged Youth, *Program Development, Program Guides, *Rural Environment, Senior High Schools, *Work Experience Programs

Identifiers—Kentucky, Kentucky Valley Educational Cooperative

Written as a guide to aid rural Appalachian high schools in the establishment of a work experience program, this booklet describes the development of a work experience program in six steps and then presents an example of a work experience program developed in Eastern Kentucky by this procedure. The guide also discusses the do's and don'ts of implementing a work experience program and the specific challenges of developing this program in rural Appalachia. (This booklet is one of several focusing on the development of different components of a career education program.) (BM)

ED 142 824 CE 012 121

Cooper, Gloria S.

Metric Education: An Implementation Guide for Vocational, Technical, and Adult Educators.

Journal Cit—BBB09463

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—77

Contract—OEC-0-74-9335

Note—54p.; For related documents see CE 012 122; ED 112 064; ED 115 953; ED 134 751-786; ED 135 952-970

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Administrator Guides, *Adult Basic Education, Adult Educators, Curriculum Development, *Inservice Teacher Education, *Metric System, Post Secondary Education, Secondary Education, *Vocational Education, Vocational Education Teachers

Identifiers—Metric Conversion Act 1975

Intended to aid vocational and adult educators in implementing metric education in their classrooms, this guide is one product of a curriculum development project which produced an annotated bibliography, a position paper, 58 metric instructional packages, and a series of inservice workshops. The guide first gives an overview of the contents of the instructional packages developed for 77 occupation program areas and for adult basic education programs. Then guidelines for developing an im-

plementation plan are presented, after which activities designed to provide information about metrication to school personnel, students, and the community are described. Finally, instructions for conducting inservice workshops to prepare educators to use the packages are given. The appendix includes all items contained in the metric participant workshop folder. (BM)

ED 142 825 CE 012 122

Cooper, Gloria S. Magisos, Joel H.

Development and Utilization of Metric Education Instructional Materials in Vocational, Technical, and Adult Education: Final Report.

Journal Cit—BBB14453

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Curriculum Development Branch.

Pub Date—77

Contract—OEC-0-74-9335

Note—589p.; For related documents see CE 012 121, ED 112 064, ED 115 953, ED 134 751-786, and ED 135 952-970; Some parts may be marginally legible due to print quality of the original document

EDRS Price MF-$1.16 HC-$31.47 Plus Postage.

Descriptors—*Adult Basic Education, *Curriculum Development, Curriculum Research, Field Studies, Inservice Teacher Education, Instructional Materials, *Metric System, Post Secondary Education, Secondary Education, *Vocational Education, Vocational Education Teachers

Identifiers—Metric Conversion Act 1975

Organization of this final report is based on the six major objectives of the project: To compile an annotated bibliography on metric education for vocational, technical, and adult education; to develop a position paper on metric education for the same target audiences; to develop and field-test metric packages for 75 vocational, technical program areas, grades 10-14 (77 areas were included); to develop and field-test metric instructional materials for adult basic education; to develop an inservice workshop plan for the metric materials and conduct the workshops in each of the 10 U.S. Office of Education (USOE) regions; and to develop an implementation guide for installing the metric packages in ongoing programs. Each chapter of the report discusses one of these objectives by describing the activities necessary to accomplish the objective, presenting the problems encountered and their solutions, and including the recommendations. Appendixes encompassing three-fourths of the document contain such related materials as references, research and evaluation instruments, schedules, and lists of participants. (BM)

ED 142 826 CE 012 144

Mendenhall, Elton B.

The Nebraska Vocational Information System. Final Report.

Journal Cit—BBB09463

Nebraska Occupational Needs Research Coordinating Unit, Lincoln.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Jun 77

Contract—OEG-0-74-1673

Note—125p.; Best copy available

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Computer Programs, *Data Processing, Guidelines, Inservice Programs, Instrumentation, *Management Information Systems, *State Departments of Education, Statewide Planning, Students, Systems Development, Teachers, *Vocational Education

Identifiers—Nebraska

This document reports the developmental phase for the overall plan for developing and field testing a computerized information system which was designed to convert the manual collection and tabulation of data gathered from vocational programs throughout the State to a more efficient automated system. (The actual field test is reported in another document.) The introduction states the problem and presents the primary goals and objectives of the project. The methodology used in the assessment phase is then described and followed by a discussion of the priority determinations needed to guide the study activities. Also included are descriptions of the instrumentation, the computer program, and the staff and local inservice programs designed to develop awareness of computer services and information management. Finally the results of the project (development of a student data file and a teacher data file) are presented. A large appendix accompanies the document and includes references and numerous related schedules, forms, charts, and lists. A copy of the instructional manual for teacher/student data collection is also included. (BM)

ED 142 828 CE 012 164

Assessment of COPES: The System and Its Impact.

Journal Cit—RMQ66000

California Community Colleges, Sacramento. Office of the Chancellor.Foothill-De Anza Community Coll. District, Los Altos Hills, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jun 76

Note—64p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—College Cooperation, *Community Colleges, *Educational Assessment, Educational Improvement, *Evaluation Methods, Junior Colleges, Management Systems, Methods Research, *Program Evaluation, State Programs, Student Improvement, Systems Analysis, *Systems Approach, Vocational Development, *Vocational Education

Identifiers—California, *COPES

COPES (Community College Occupational Programs Evaluation System), established in 1971 as a cooperative undertaking of community colleges, is today the recognized system for evaluation of occupational education in California community colleges. In its fifth year of operation (1975-76) an assessment study focused on the basic system. Key objectives of the study were to secure COPES impact data from colleges that had participated in the system, assess the current system and make appropriate revisions, and publish revised system guides. A 12-member revision committee monitored the study and served as the decisionmaking body regarding proposed refinements. Thirty-nine colleges responded to a questionnaire, and two key findings emerged: (1) Oral and written reports of the COPES teams were highly useful to the colleges in planning for occupational education program changes and (2) many benefits resulted in terms of impact on students and education improvements. (Narrative description of responses to the questionnaire, accompanied by supporting tables, and resultant actions by COPES management make up the bulk of the document, along with 34 pages of appendixes, which contain names of cooperating colleges, COPES project participants, and details on both the impact assessment and system assessment.) (BL)

ED 142 830 CE 012 183

McEntire, Carl R. Hukill, V. N.

Education-Industry Exchange Program for Vocational Teacher Preparation. A Cooperative Exploration and Developmental Project.

Journal Cit—BBB06045

Arkansas State Board of Vocational Education, Little Rock.University of Central Arkansas, Conway.

Spons Agency—Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education.

Pub Date—Jan 77

Note—166p.; Appendixes may be marginally legible due to print quality

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—Associate Degrees, Career Ladders, *Curriculum Development, Experimental Programs, Industrial Arts Teachers, Post Secondary Education, Program Descriptions, Program Design, Secondary Education, *Skilled Workers, *Teacher Education, *Teaching Skills, Trade and Industrial Education, *Trade and Industrial Teachers, Vocational Retraining

Identifiers—Arkansas

The Education Industry Exchange Program was initiated (1) to provide nonvocational industrial arts teachers with industrial skill training to teach trade and industrial subjects (to be accomplished through a graduate education program in cooperation with industry), (2) to enable craftspersons and skilled workers who were interested in teaching vocational education an opportunity to gain teaching competencies, and (3) to develop training curriculums for both populations of participants. Two successive training models were developed for objective 1, but little success was experienced because of the expense and length of such a program and the lack of desire of industrial arts teachers to retrain. A training model developed for objective 2 was implemented through an associate degree program concept designed to include professional industrial education courses traditionally required for vocational teacher certification and pertinent general education subjects. Curriculum materials were developed in several vocational industrial subjects: Methods of instruction, lesson planning, organization and management, and evaluation of instruction. A complete course syllabus for each subject is appended. (BL)

ED 142 831 CE 012 185

Implications for DROVE and the 12 Function System.

Journal Cit—CIQ11109RMQ66000

Napa County Superintendent of Schools, Calif.

Spons Agency—California State Dept. of Education, Sacramento. Vocational Education Services.; Office of Education (DHEW), Washington, D.C.

Pub Date—Nov 76

Note—46p.; For related documents see CE 012 186-187

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Evaluation Criteria, *Evaluation Methods, Instrumentation, *Management Information Systems, Program Administration, Program Effectiveness, *Program Evaluation, Program Planning, *School Districts, School Visitation, Self Evaluation, State Programs, Systems Analysis, *Vocational Education

Identifiers—California, *District Review of Vocational Education

This report presents results of the management reviews of 20 California high school vocational systems which utilized the District Review of Vocational Education (DROVE) process, a consultant-directed self-study that also involves a vertification study conducted by a visiting team made up of nonvocational educators. (Results of the topical analysis are reported in another document.) This report contains information of value to DROVE administration in judging the effectiveness of DROVE instrumentation and of the 12-function system. Report statements for each of the 12 functions are tabulated and the visiting teams' most frequent recommendations are presented in synopsis form. The teams' perceptions of major issues and concerns for the performance of each function are also summarized. The 12 functions are population needs, job market, job performance requirements, program planning, vocational education promotion, student recruitment, curriculum resources and ancillary services, guidance and counseling, placement, vocational instruction, program review, and evaluation. Finally, conclusions and implications are presented following the text to which they ap-

ply. The appendix contains a description of how the report statements were formulated and analyzed. (BM)

ED 142 832 CE 012 186

Policy Implications derived from 60 DROVE Reports.

Journal Cit—CIQ11109RMQ66000

Napa County Superintendent of Schools, Calif.

Spons Agency—California State Dept. of Education, Sacramento. Vocational Education Services.; Office of Education (DHEW), Washington, D.C.

Pub Date—Aug 76

Note—53p.; For related documents see CE 012 185-187

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Educational Policy, Management Systems, *Policy Formation, *Program Administration, Program Evaluation, *Program Improvement, School Districts, School Visitation, Services, Staff Improvement, *State Departments of Education, State Programs, State School District Relationship, Systems Analysis, *Vocational Education

Identifiers—California, *District Review of Vocational Education

Using the District Review of Vocational Education (DROVE) process, information from 60 California district vocational education systems was collected and analyzed to determine important implications for State level management of vocational education. Some 257 visiting team members participated in writing recommendations and commendations from which 4,617 discrete data statements were identified. These data statements were then summarized and placed in categories which reflect seven major areas of concern: Clarification and implementation of system procedures; improvement in administration and staffing; increased participation in management; expansion of the population served; improvement of program quality; improvement of information processing and dissemination; and other improvement strategies. As a result of this analysis, 16 conclusions were stated and grouped in three general areas of administrative concern: Policy, services, and professional development. The appendixes include characteristics of the districts reviewed, characteristics of the visiting team members, and the background on the report statements and method of analysis. (BM)

ED 142 835 CE 012 270

Identification of Competencies Needed by School Superintendents Serving As Vocational Directors. Final Report. Volume I of Two Volumes.

Journal Cit—BBB09463

Texas A and M Univ., College Station. Dept. of Educational Administration.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—May 77

Contract—G007500440

Note—50p.; For a related document see CE 012 271

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Administrator Education, Administrator Role, *Curriculum Development, Educational Administration, Inservice Education, *Job Skills, Learning Modules, Preservice Education, Program Administration, School Administration, *School Superintendents, *Task Analysis, Task Performance, Vocational Directors, *Vocational Education

Research was undertaken to enhance the ability of superintendents in public school districts without vocational directors to administer vocational programs effectively. Two objectives were identified: To determine the tasks which must be performed and the administrative functions employed for their accomplishment, and to present alternative model modules for use in preservice and inservice training of superintendents. Superintendents (162) were interviewed to identify the important administrative tasks and how they are accomplished. A second sampling was drawn from other superintendents in the same population to determine whether the tasks were in fact the tasks most frequently performed by them. Principals, vocational teachers, and vocational counselors were also interviewed. Twenty-four tasks were identified as being important, and superintendents generally agreed upon the methods used to accomplish these tasks. The second phase interviewees generally agreed that the tasks were in fact performed in their districts, but considerable disagreement emerged about the methods used to accomplish the tasks. Based on these findings, 24 modules were developed for use as models to assist in the development of preservice and inservice programs to assist superintendents in acquiring the necessary competencies. Four of the models and a flowchart for module development are included in the appendix. (The second volume of this final report, bound separately, is a more complete version including all statistical tabulations and tables.) (BL)

ED 142 836 CE 012 271

Identification of Competencies Needed by School Superintendents Serving As Vocational Directors. Final Report. Volume II of Two Volumes.

Journal Cit—BBB09463

Texas A and M Univ., College Station. Dept. of Educational Administration.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—May 77

Contract—G007500440

Note—310p.; For a related document see CE 012 270; Some parts may be marginally legible due to small print of the original document

EDRS Price MF-$0.83 HC-$16.73 Plus Postage.

Descriptors—*Administrator Education, Administrator Role, *Curriculum Development, Educational Administration, Inservice Education, *Job Skills, Learning Modules, Preservice Education, Program Administration, *School Superintendents, *Task Analysis, Task Performance, Vocational Directors, *Vocational Education

The second of two volumes on research undertaken to enhance the ability of superintendents in public school districts without vocational directors to administer vocational programs effectively, this document is an indepth look at the study, which is overviewed in volume I. The beginning chapters present background material on the purpose and need for the research: (1) To determine the tasks which must be performed and the administrative functions employed for their accomplishment, and (2) to present alternative model modules for use in preservice and inservice training of superintendents to accomplish those tasks. Methods and procedures, which included interviews with superintendents, principals, and vocational teachers and counselors to identify the tasks and methods of accomplishing them, are then dealt with in detail. These are followed by an extensive presentation of the findings and conclusions with supporting tables and figures given in the body of the document as well as in the appendix. In addition, 24 module models are shown, one for each of the 24 tasks previously identified as being important to public school superintendents who are also administering vocational programs. Each includes rationale, goals, objectives, and pre-assessment and post-assessment design guide. (BL)

ED 142 837 CE 012 386

Texas Supply/Demand Information System for Vocational Education. Final Report.

Journal Cit—RMQ66000

Texas Education Agency, Austin.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Dec 76

Contract—OEG-0-74-7838

Note—261p.; Not available in hard copy due to print quality of original

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Data Collection, Employment Patterns, *Employment Projections, Employment Statistics, Information Needs, *Information Systems, Job Market, Labor Market, *Labor Supply, *Manpower Needs, Research Needs, State Programs, Statistical Data, *Systems Development, *Vocational Education

Identifiers—*Texas

Principal objectives of a Texas project conducted from July 1974 through December 1976 were to complete the research, development, and implementation of statewide matching of supply by occupation (those available for employment) to demand by occupation (employment opportunities). The problem was approached through a modular system consisting of three main subsystems: Supply, demand, and match subsystems. "A Labor Market Supply/Demand Report–One Year Projection (1977)" is the result of these matchings. It was concluded that a great need exists for better data definitions and collection systems, and that an ever increasing necessity for supply/demand data mandates continued manpower data research. In addition standardized occupational and educational coding structures should be initiated at the Federal, State, and local levels. (The projection report is included along with notes on its data limitations. An extensive appendix includes a numerical and alphabetical index to U.S. Office of Education clusters, an index to occupations, techniques used for allocations of demand, several course/occupation linkage codes, and a list of substate supply/demand reports and additional documents which are available.) (BL)

ED 142 838 CE 012 388

Greenwood, Kathryn M. Pestle, Ruth E.

Exploratory Study of Administrative Barriers to Installation of Open Entry-Exit Work Experiences in Cooperative Clothing Retailing Programs. Final Report.

Journal Cit—BBB09463

Oklahoma State Univ., Stillwater. Div. of Home Economics.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Feb 77

Contract—G007500328

Note—115p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Administrative Problems, Admission Criteria, Adult Programs, Adult Vocational Education, *Change Strategies, Clothing, *Cooperative Education, Cooperative Programs, Credit Courses, Credits, *Individualized Programs, Instructional Materials, *Open Education, Performance Based Education, Retailing, Secondary Education, State Programs, Vocational Education

Identifiers—Oklahoma, *Open Entry Open Exit

The purpose of a research project was to find out the barriers to the use of the open entry-exit concept in cooperative vocational programs in the retail clothing area. The researchers developed individualized instructional materials and arranged for them to be accessible to students in 12 secondary and 2 adult programs in Oklahoma City and Tulsa. Efforts were made by researchers and teacher-coordinators to enroll students anytime they wanted to learn about retail clothing between September and December 1977. The open entry-exit concept was implemented in four secondary programs and one adult program. Some of the barriers identified in the nine programs where the concept was not implemented were concerned with the lack of flexibility in the enrollment policies; the lack of an accepted way to establish credit for competency-based achievements of students; and the lack of access to learning materials for students not already enrolled in a cooperative vocational class. The researchers recommended a number of strategies for overcoming barriers to the open entry-exit concept including

development of a statewide flexible system of enrollment, initiation of a statewide system for giving credit for competency-based achievements, and/or approval of open entry-exit programs in selected secondary schools in Oklahoma. (Authors/BL)

ED 142 839 CE 012 398

Dale, Dorothy

VTAE Field/Community Service Evaluation Model and Procedures, Phase II. Final Report.

Journal Cit—RMQ66000ZQU97865

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date—Jun 77

Note—199p.

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—*Adult Education Programs, *Community Service Programs, *Evaluation Methods, Guidelines, *Instrumentation, Models, Outreach Programs, Program Administration, *Program Evaluation, State Programs, *Vocational Education

Identifiers—Wisconsin

A research project was designed to develop and validate instrumentation and procedures for a comprehensive internal and external evaluation of Wisconsin's Vocational, Technical and Adult Education Field/Community Services programs. A review of evaluation literature pertaining to adult and continuing education, the identification of statewide goals, objectives, and functions, and input from the project advisory committee all served as the bases from which procedures and instrumentation for the evaluation were developed. A general field/community services model was then designed and implemented for the pilot evaluation. The pilot test contained three stages: An indepth self-evaluation study; an onsite team evaluation from outside the program; and a review of the entire process and instrumentation package including input and participation by all personnel involved. When the first pilot test was completed, the evaluation model was revised and tested again. The study resulted in the development of a "Field/Community Services Self Evaluation Manual," the "Field/Community Services Team Visitation Guidelines for Team Members and Team Leader," and a series of recommendations. All of these items are included in this report. (BM)

ED 142 840 CE 012 400

Lee, Connie W. Hinson, Tony M.

A Project to Computerize Performance Objectives and Criterion-Referenced Measures in Occupational Education for Research and Determination of Applicability to Handicapped Learners. Final Report.

Journal Cit—BBB02778

Southern Association of Colleges and Schools, Atlanta, Ga. Commission on Occupational Education Institutions.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Pub Date—May 76

Contract—OEC-0-74-8581

Note—66p.; Best copy available

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Behavioral Objectives, Criterion Referenced Tests, *Electronic Data Processing, Electronic Equipment, Feasibility Studies, *Handicapped Students, *Information Systems, Occupational Information, On Line Systems, Program Improvement, *Systems Development, Technical Education, *Vocational Education

Identifiers—*Vocational Technical Education Consortium States

This publication is the final report of a 21-month project designed to (1) expand and refine the computer capabilities of the Vocational-Technical Education Consortium of States (V-TECS) to ensure rapid data access for generating routine and special occupational data-based reports; (2) develop and implement a computer storage and retrieval system to permit online revision and updating of V-TECS catalogs of performance objectives, criterion-referenced measures, and performance guides; and (3) conduct a feasibility study to determine the applicability of V-TECS materials for various target groups of handicapped learners. Focus in the report is on completion of the computer software and hardware systems, results and findings of the feasibility study, a recommended procedure for conducting future studies of applicability of V-TECS materials to handicapped learners, and the conduct of a project conference/symposium. (Author/BM)

ED 142 841 CE 012 452

Mercer, R. J., Ed.

Forestry Occupations. A Curriculum Guide.

Journal Cit—BBB01635

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Agricultural Education Section.

Pub Date—73

Note—530p.

EDRS Price MF-$1.00 HC-$28.79 Plus Postage.

Descriptors—Agricultural Engineering, *Behavioral Objectives, Career Education, Career Exploration, Curriculum Guides, Equipment, Equipment Maintenance, Fire Science Education, *Forestry, *Forestry Occupations, Harvesting, *Learning Activities, Lumber Industry, Management, Recreation, Resource Materials, Secondary Education, Trees, Vocational Agriculture, Vocational Education

Identifiers—South Carolina

Developed as a part of a larger project to revise the total agricultural education curriculum in South Carolina, this curriculum guide is designed for a 2-year course in forestry occupations. A paradigm accompanies the document and illustrates a possible time frame and sequence. The units covered by the curriculum include an orientation to forestry occupations; tree and wood identification and use; forestry mechanics (eight subunits); establishment and management of forests (seven subunits); forest fire control (one subunit); forest recreation (one subunit); harvest planning and management (seven subunits); harvest operations (four subunits); and timber processing (one subunit). Subunits are either functional or supportive, with each providing objectives, suggested learning activities, a topic outline, and suggested resources. The appendixes include lists of facilities, equipment, and resource agencies and a compiled bibliography. (BM)

ED 142 842 CE 012 463

Baron, Gerald And Others

A Guide for Teaching Classroom Mass Production.

Journal Cit—BBB08176

Arizona State Univ., Tempe.

Spons Agency—Arizona State Dept. of Education, Phoenix. Div. of Vocational Education.

Pub Date—Dec 74

Note—146p.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—*Class Activities, *Curriculum Development, Economics, *Industrial Arts, Industrial Arts Teachers, *Instruction, Marketing, *Mass Production, Shop Curriculum, Simulation, Teaching Guides, Vocational Education

Identifiers—Program Evaluation and Review Technique

Based on a simulation of the American economic industrial society, this guide is intended to direct the teaching of mass production in the industrial arts classroom. It is designed so that the 11 units may be lifted out and studied individually or expanded for an interdisciplinary approach. These units cover the following concepts and activities: The history of mass production; the principles of mass production; the process of research and development; business organization and finance; management structure for the classroom; procuring materials for classroom mass production; supporting documents for teaching mass production; mass producing the product; marketing the product; terminal activities; and implementing mass production in the classroom (covers the complete process for several mass production projects, including scaled drawings of products). A glossary of related terms concludes the guide. Although this guide is primarily written for use in industrial education, the authors note that the concept of mass production presented here is compatible with that of other areas such as home economics and business. (BM)

ED 142 843 CE 012 469

Handbook on Teaching Strategies for Modular Instruction.

Journal Cit—BBB06045

Arkansas Univ., Fayetteville.

Spons Agency—Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education.

Note—24p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Audiovisual Instruction, Demonstrations (Educational), Discussion (Teaching Technique), Field Instruction, Learning Modules, Lecture, Role Playing, Specialists, Student Projects, Teaching Guides, *Teaching Methods, Visual Aids, *Vocational Education, Workbooks, Worksheets

Identifiers—Arkansas

Based on a project involving selected teachers from various vocational service areas, this teaching guide presents the 12 most frequently used strategies of teaching used in the modular approach as determined by those in the project. The brief individual description of each strategy includes notes on its strengths and weaknesses, instructions or guidelines for its use, and, in some cases, lists of sources of additional information or materials. The 12 strategies are (1) assignment sheets and job sheets, (2) demonstration, (3) field trip, (4) films and filmstrips, (5) formal and informal lectures, (6) oral discussion, (7) projects, (8) resource persons, (9) role-playing, (10) shadowing, (11) tapes, and (12) transparencies. (JT)

ED 142 844 CE 012 470

Handbook on Teaching Strategies for Typewriting, Shorthand, Accounting, Office Procedures, Basic Business.

Journal Cit—BBB06045

Arkansas Univ., Fayetteville.

Spons Agency—Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education.

Note—31p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Accounting, *Business Education, *Business Subjects, Office Practice, Stenography, Teaching Guides, *Teaching Methods, Typewriting

Identifiers—Arkansas

Based on the 10 most frequently utilized teaching strategies identified by Arkansas business teachers, this handbook suggests uses of these strategies in five subject areas: Typewriting, shorthand, accounting, office procedures, and basic business. The 10 instructional strategies are audiovisuals, bulletin boards, demonstrations, fieldtrips, games, oral discussion, resource persons, simulation, teacher talk, and workbooks. A brief definition of each strategy precedes the list of suggested uses in the five subject areas. (BM)

ED 142 845 CE 012 471

Halfin, Harold And Others

Professional Education Competencies Needed by Beginning VTAE Teachers. Final Report.

Journal Cit—BBB09463ZQU97865

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date—30 Jun 77

Note—70p.; Best copy available

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Adult Education, *Beginning Teachers, Curriculum Development, Delivery Systems, Educational Research, *Job Skills, Performance Based Teacher Education, Surveys, Teacher Certification, *Teaching Skills, *Technical Education, *Vocational Education, Vocational Education Teachers

Involving 195 vocational, technical, and adult education (VTAE) personnel from Wisconsin's 16 VTAE districts, this study was designed to identify the teaching competencies needed by beginning VTAE teachers and to recommend alternative delivery systems for obtaining professional competencies necessary for VTAE certification. With plans to provide a basis for assistance in developing the certification curriculum for new teachers and for directing professional development delivery systems that are realistic and competency based, a survey instrument containing 88 competency statements from 10 major categories was developed and sent to [illegible] respondents. The respondents rated each competency according to the need by vocational teachers and the time the competency is needed. Results from the survey showed that all competencies on the list were needed and that most were needed within the first three months of classroom experience. In a comparative study between subgroups, results showed that teacher educators saw more competencies needed earlier than did new teachers or certified teachers. Possible uses of the results were noted: Results may aid teacher educators in deciding those competencies needed as survival skills and those that may be held until later, and also may give teacher educators a more realistic base for determining the curriculum for certification courses. The appendixes include the survey instrument used, the tabulated data, and other related information. (BM)

ED 142 846 CE 012 477

Herr, Edwin L.

The British Experience in Educational Change, Careers Education, School Counselor Role and Counselor Training: Implications for American Education. Monographs on Career Education.

Office of Education (DHEW), Washington, D.C.

Pub Date—Mar 77

Note—101p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01702-4)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Career Education, Change Strategies, Clergymen, Concept Formation, Counseling, Counseling Effectiveness, Counseling Goals, Counseling Services, *Counselor Role, *Counselor Training, *Educational Change, Educational Research, Global Approach, Guidance Functions, Job Development, Literature Reviews, *Occupational Guidance, Program Descriptions, Program Development, *School Personnel, Secondary Education, Social Factors, Vocational Counseling

Identifiers—*Great Britain, United States

Major elements of the British experience with career education from which implications for American education can be drawn are addressed in this report, which (1) reviews British research and theoretical literature pertinent to current counselor roles, changes in counselor roles since 1965, forces shaping counselor roles, relationship of counselor role to educational change, forces affecting the implementation of career(s) education and counseling, current assumptions underlying career(s) education in Britain, the role of the counselor in career(s) education, and techniques of counselor training; (2) reports on interviews with selected British educators, counselors, and counselor trainees with regard to the topics described above; and (3) contrasts the British experience in the areas suggested with that of American education during the past decade and draws implications for American education in terms of implementation of career education, counselor role, counselor training, and educational change. Twelve implications for American education are discussed in detail, with the suggestion that it may be useful for America to consider a new form of specialist in career education whose role might be as a curriculum, materials, and demonstration resource in implementing career education into various subject matter areas or through other school/community experiences. The appendix and references sections identify the sources of information on which the report is based. (TA)

ED 142 847 CE 012 482

Mitchell, Marianne H.

Attitudes of Adolescent Girls toward Vocational Education. Final Report.

Journal Cit—JQB36450

Indiana Univ., Bloomington.

Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis.

Pub Date—Jun 77

Note—43p.; Best Copy available

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Career Choice, *Females, Norm Referenced Tests, Perception, *Program Attitudes, Secondary Education, *Secondary School Students, Sex Stereotypes, State Surveys, *Student Attitudes, *Vocational Education, Womens Education

Identifiers—Indiana

Based on the hypothesis that a major deterrent to women seeking enrollment in vocational programs is the attitudes and misunderstandings of secondary school girls regarding such programs, a study designed to identify and assess the attitudes, perceptions, understandings, and conditions for enrollment of adolescent girls in vocational programs was conducted. A normative survey was administered to a stratified random sample of female students (grades 9-12) from 35 different high schools in Indiana. Responses of the 1,108 participants were tabulated and recorded on summary tables for analysis (all tables included in the appendix). Followup interviews were conducted with a selected small percentage of the previously surveyed sample. It was found that while girls believe occupational opportunities are broadening for females, in practice they are still limiting their own choices to those most stereotypic to their sex. The study also indicated that the girls did not know a great deal about the vocational courses and programs available but the majority would consider enrolling in these programs under certain conditions, such as convenience, part-time attendance, preferential selection, or in case of failure to gain college admission. Based on the final analysis and followup interviews, a total of 10 conclusions and 6 recommendations were reported. (BM)

ED 142 848 CE 012 500

Klein, Gary A.

Phenomenological Approach to Training.

Journal Cit—BBB04304

Air Force Human Resources Lab., Wright-Patterson AFB, Ohio. Advanced Systems Div.

Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.—AFHRL-TR-77-42

Pub Date—Aug 77

Note—15p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Cognitive Style, *Flight Training, Instructional Systems, Military Training, Performance Based Education, Performance Criteria, *Skill Development, Systems Approach, *Task Analysis, *Task Performance, *Training Techniques

Identifiers—Air Force, Instructional Systems Development, *Phenomenological Theory, United States

Seeking to determine the training methods that can most effectively develop highly proficient performance, this report describes the molecular analytic techniques currently used in the Air Force (the instructional systems (ISD) approach based on breaking a complex task into discrete steps) and presents the limitations of these techniques for developing highly proficient performance of nonprocedural tasks. A phenomenological approach to training, which focuses on the way a task is experienced rather than on the overt responses performed, is then described by presenting the potential value and need for such an approach and by showing that this approach can have positive implications for aircrew training. Finally, the following suggestions are made: That a highly skilled performer experiences a task differently than a novice (with a holistic as opposed to a molecular understanding of it); that methods which help develop such an experiential shift may be valuable for developing high proficiency performance; and that a phenomenological approach should supplement, not replace, traditional training methods. (BM)

ED 142 849 CE 012 544

Project Skill: Strategies and Techniques. A Manual Defining the Components of a Demonstration Project on Employment of Handicapped Persons in State Civil Service Positions.

Journal Cit—BBB13219

Wisconsin State Dept. of Administration, Madison.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—Jun 76

Contract—DL-21-55-74-30

Note—79p.; For a related document see ED 122 100; Best copy available; manual prepared by the Bureau of Human Resource Services, Wisconsin State Department of Administration

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Demonstration Projects, Employment Programs, *Government Employees, *Handicapped, Interagency Cooperation, Job Placement, Job Training, *Manpower Development, Program Descriptions, *Program Development, Program Guides, *Program Planning, *State Government

Identifiers—Project Skill, Wisconsin

This manual describes the methods and procedures which Project Skill has developed since its beginning in 1974 and provides a sourcebook of ideas for those who might be interested in adapting a program designed to expand the employment opportunities of the handicapped in the civil service system. The first of the five sections in the document presents the history, structure, and results of Project Skill. The second section discusses three facets of job development: Gaining support; selecting tools, techniques, and selling points; and cementing the commitment. The third section explains the elements of the recruitment and intake process: Recruiting, pre-screening, civil service examination, and final selection. The fourth section presents the purposes of the training program and then describes the orientation, training activities, program, plans, reports, and job placement follow-through. The fifth section concludes the first half of the document with a discussion of the final results and implications of the project. The last half of the document contains the appendixes which include records of the project correspondence, related forms and materials, schedules, and checklists used in the training program. (BM)

ED 143 766 CE 008 339

Elements of the Structure and Terminology of Agricultural Education in Japan.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date—75

Note—61p.; Contains some small type

Available from—UNESCO, 7, Place de Fontenoy, 75700 Paris, France ($3.30)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Farmer Education, Agricultural Colleges, *Agricultural Education, Developed Nations, Educational History, *Elementary Secondary Education, Foreign Countries, Graduate Study, Junior Colleges, *Post Secondary Education, *Rural Extension, Social History, Vocabulary, Young Farmer Education

Identifiers—*Japan

Agricultural education in Japan is treated in this study with special emphasis given to the relationship between agricultural education and the general system of education in view of the trend in many countries to develop closer links between them. The contents are divided into four main sections: (1) The scope and structure of agricultural education and training; (2) agricultural education at three school levels (first level, elementary; second level, secondary; third level, junior colleges, 4-year colleges, and graduate schools); (3) agricultural training within social education, and (4) farmers' training within agricultural extension services, including course outlines from training institutes especially established for the purpose of agricultural education. The study concludes with three pages of agricultural education terms (keyed to page numbers in the text) listed in both English and Japanese. (BL)

ED 143 767 CE 008 340

Malassis, L.

Agriculture and the Development Process: Tentative Guidelines for Teaching. Education and Rural Development-1.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date—75

Note—277p.; Contains some small type

Available from—UNESCO Press, 7 Place de Fontenoy, 75700 Paris, France ($10.60)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Agricultural Education, Agricultural Production, Comparative Analysis, Developed Nations, Developing Nations, Development, *Economic Development, *Integrated Curriculum, International Studies, *Rural Development, *Rural Education, *Social Development, Teaching Guides, Technological Advancement

Concerned with the application of science and technology to agriculture, this book is intended to be used as a reference for rural education groups and as a guide for teachers in an attempt to formulate a new approach to teaching rural economics by integrating it into the overall analysis of social and economic development. The book is divided into two parts with an introduction that presents a discussion of the inequalities in development. Part I analyzes the relationship between agriculture and underdevelopment. A discussion of the historical development precedes the following three chapters of part I: (1) Traditional agricultural societies and their transformation; (2) the socioeconomic organization of agriculture in the less developed countries; and (3) overall underdevelopment and agricultural underdevelopment. Part II analyzes the relationship between agriculture and development. A discussion of the structural representation and process of economic transformation precedes the four chapters of part II which include (1) the contribution of agriculture to growth; (2) the role of agriculture in bringing about development; (3) agricultural development strategy; and (4) the relative decline and transformation of agriculture. Each chapter is followed by revision exercises, check tests, and topics for group discussion. A list of the major international statistical yearbooks, growth and development indicators for selected countries, and answers to the exercises are appended. (BM)

ED 143 768 CE 009 102

Banathy, Bela H. And Others

Interaction. Learning Leadership/Membership Skills. A Research Curriculum in Cooperative Group Interaction. Field Test Version.

Journal Cit—RMQ66000

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—76

Note—310p.

EDRS Price MF-$0.83 HC-$16.73 Plus Postage.

Descriptors—Attitudes, Behavior, Behavioral Objectives, Communication Skills, Curriculum Guides, Decision Making Skills, *Group Activities, Group Behavior, *Group Relations, Interaction, *Interpersonal Competence, *Leadership Training, Learning Activities, *Learning Modules, Problem Solving, Program Evaluation, Resource Materials, Secondary Education, *Skill Development, Task Analysis, Task Performance, Teaching Guides, Teamwork

Materials presented in this curriculum guide are designed to provide students with the information and skills they need to work effectively in task-oriented groups. The curriculum is presented in eight self-contained units or modules, each of which emphasizes a particular set of group interaction attitudes, knowledge, and skills. These include communicating successfully, using group resources advantageously, resolving conflicts, planning and working with others, evaluating group accomplishment and affinity, setting examples and sharing leadership, making and carrying out group decisions, and cooperating to accomplish the required task. For each module, worksheets are provided for the students, and related objectives, teaching suggestions, and evaluation procedures are provided for the teacher. All modules follow the same general outline: Preparation for module phase, problem exposure phase, instructional phase, and application phase. Approximately half the document is a section on teaching suggestions. This section is divided into subsections which correspond to the eight student modules. Each subsection includes a list of group objectives, a list of individual student objectives, instructions for using the student worksheets, teaching suggestions for additional student activities, and a group observation form. (TA)

ED 143 770 CE 009 991

Physician Assistant. Curriculum Resource Document. Volume II: Curriculum Resource Guide. Final Report.

Journal Cit—BBB09996

American Academy of Physicians' Assistants, Arlington, Va.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md.

Pub Date—24 Dec 76

Contract—HRA-231-75-0209

Note—181p.; For a related document see ED 134 815

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—*Curriculum Design, *Curriculum Development, Educational Objectives, Job Skills, Medical Education, Medical Students, *Physicians Assistants, Post Secondary Education, *Primary Health Care, Resource Materials, Student Evaluation, Teaching Methods, Technical Education

Designed as an educational resource for those involved in training physicians assistants, this curriculum guide is the second volume of a two-volume report of a project which had two major purposes: to further develop a role delineation for the assistant to the primary care physician and to provide an education resource for those involved in training physician assistants. The purposes of the guide are two-fold: (1) to demonstrate how the role delineation (presented in volume I) can be used to develop curricula and (2) to provide, through a sampling of possible objectives, learning opportunities, teaching strategies and methods for appraising student performance, and resource information on curriculum development activities. The first half of the guide contains sections on curriculum, model for curriculum development, defining curriculum, curriculum objectives, samples of behavioral objectives and teaching strategies, and learning opportunities and methods for appraising student performance. Appendixes (second half of the guide) contain similar materials not developed as part of the project but collected from other programs. Selected bibliographies on educational curriculum development activities and of textbooks used in physician assistant training programs are also included. (LAS)

ED 143 775 CE 011 218

Owens, Thomas R. Haenn, Joseph F.

NWREL Experience-Based Career Education Program. FY 76 Final Evaluation Report.

Journal Cit—BBB06621

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Sep 76

Contract—NE-C-00-4-0010

Note—139p.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Basic Skills, *Career Education, Daily Living Skills, Educational Objectives, Employer Attitudes, Evaluation Methods, Individualized Programs, Participant Satisfaction, Program Attitudes, *Program Effectiveness, Program Evaluation, *Regional Programs, *School Community Cooperation, School Community Programs, Secondary Education, *Skill Development, Student Development, Student Evaluation, *Work Experience Programs

Identifiers—Community Experiences for Career Education, *Experience Based Career Education, Oregon, Oregon (Tigard)

Evaluation conducted during the 1975-76 school year of the Experience-Based Career Education (EBCE) program at Northwest Regional Educational Laboratory (NWREL) is reported, focusing on the evaluation findings of the EBCE demonstration project in Tigard, Oregon called Community Experiences for Career Education, (CE)2, and the five NWREL EBCE pilot sites and separate EBCE materials. (EBCE is a comprehensive, individualized career education program that integrates basic skills, life skills, and career development through work and learning experiences in the community.) This report contains a description of the program as it operated in its fourth year and the evaluation results for students who have participated in (CE)2 during the past year and those who have completed two years of program participation. Staff interview results related to the demonstration site's role in EBCE training and demonstration are also reported. The evaluation of the efforts to implement EBCE in NWREL pilot sites and participant outcome results are summarized. Summary and discussion of findings related to the use of separate EBCE packets and the EBCE handbooks are included. Appendixes contain the tabulated responses to various questionnaires and the narrative reports of the demonstration site and second-year pilot site. (TA)

ED 143 776 CE 011 310

Nelson, Frank W.

Supervisory Skills for Geriatric Care.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—76

Note—212p.; Not available in hard copy due marginal legibility of some pages
Available from—Oklahoma State Department of Vocational-Technical Education, Curriculum and Instructional Materials Center, 1515 W. 6th Avenue, Stillwater, Oklahoma 74074 ($8.50); six accompanying slide tapes are also available from the same address
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Administrative Personnel, Communication Skills, Curriculum Guides, Health Personnel, Human Relations, Interpersonal Competence, Medical Services, *Nursing Homes, *Personnel Management, Post Secondary Education, Skill Development, Supervisory Activities, Supervisory Methods, *Supervisory Training

Designed for training supervisors in nursing centers, this publication presents three units of study: (1) getting along with people in nursing centers, (2) supervision in nursing centers, and (3) communication in nursing centers. Each unit contains five types of material on separate, removable sheets: (1) sheets with unit objectives and suggested activities; (2) information sheets (facts and examples) and student copies of transparencies; (3) assignment sheets (assignments varying from questionnaires to group experiments); (4) tests on the study material; and (5) answers to tests and answers to assignment sheets. Group leader instructions and two handout sheets for use in conjunction with six slide tape presentations are also included. (BL)

ED 143 778 CE 011 572

Peterson, Robert M. Johnson, James N.
The Work Ethic in Career Education Materials.
Journal Cit—BBB06621
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Note—78p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—*Career Education, Content Analysis, Curriculum Evaluation, *Employment, *Instructional Materials, Literature Reviews, Social Change, Social Influences, *Social Values, *Work Attitudes
Identifiers—*Work Ethic

Career education materials were analyzed (1) to ascertain what work-related values and attitudes are represented, (2) to note relative emphasis given to competing views, and (3) to compare the value content of the materials with the views presented in scholarly and journalistic literature on work. The literature was reviewed to determine the range and substance of ideas involved in serious deliberations about whether or not there is a definable work ethic and what changes it may be undergoing. An interpretative summary of the review identified major cultural trends influencing change in the traditional American work ethic. A sample of 107 items (mostly from the Far West Laboratory and the California Department of Education collections), all printed materials including four filmstrip scripts, were selected to insure variation in types of materials, classes of developer, and levels of schooling. Excerpts from each item were examined independently by three judges and classified according to a set of forty-nine value categories to judge what specific attitudes, values, or habits each excerpt transmits to the reader. Materials were found not to present a realistic view of work and, with qualifications, not to convey an industry-serving party line. Based on the conclusion that current career education reflects an overly simple and narrowly biased treatment of work related values and attitudes, implications are outlined for educational policy makers and curriculum planners. (JT)

ED 143 779 CE 011 805

Megow, Joye G.
Health Occupations. Nursing Assistant.
Orange County Public Schools, Orlando, Fla.
Note—195p.; Best copy available
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors—Career Education, Curriculum Guides, Educational Objectives, *Entry Workers, Fused Curriculum, *Health Occupations Education, *Individualized Instruction, Instructional Materials, Job Skills, *Learning Activities, Learning Modules, *Nurses Aides, Post Secondary Education, Skill Development, Student Evaluation, *Vocational Development

Materials contained in this package are designed for use with students interested in the occupation of nurses aide. The package has two sections, one which looks closely at the job and the student, and the other–the curriculum phase–which concerns actual student use of learning activity packages (LAPs). These two components together form a "job entry," a unit of work which, when completed by the student, insures his training in a designated job skill. Components of the developmental or preliminary phase, placed at the beginning of the job entry for use by the instructor, includes the following components: Description of student population, job description, task listing sheet, task detailing sheets, job prerequisites, prerequisite test, and job objectives. The curriculum phase for use by students contains a LAP package for each of 13 tasks performed by nurses aides. Each LAP includes both vocational materials and fused, related academic materials from a variety of disciplines. The following components are also included: Directions, goal, specific objectives, activities, study and work sheets, pretest, posttest, and evaluation sheet. A composite list of all reference materials used within LAPs is provided as well as suggestions for implementation of LAPs. (TA)

ED 143 781 CE 011 807

Ripley, William K. Arredondo, Trish
A Training Module: Developing a Learning Activity Package.
Orange County Public Schools, Orlando, Fla.
Note—107p.; Best copy available
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—Classroom Materials, *Curriculum Development, Educational Objectives, *Individualized Instruction, *Inservice Teacher Education, *Instructional Materials, Learning Activities, *Learning Modules, Post Secondary Education, Reference Materials, Teacher Developed Materials

Materials contained in this instructional module are designed to assist the classroom teacher in developing a learning activity package (LAP), a self-contained unit of work designed to meet the students' needs on an individual basis. Five enabling objectives of the module are the following: (1) Correctly construct a goal statement, including behavioral, psychological, and program components, (2) correctly construct a specific objective, including the three components, (3) define each of the following as they relate to a lesson plan: Goal, specific objectives, activities, pretest, and posttest, (4) given an instructional goal, develop in writing a LAP complete with goal, specific objectives, activities, pretest, and posttest, and (5) given classroom problem situations involving individualized instruction, identify possible solutions. The format of the module is to present pre-assessment for each enabling element and then present activities designed to achieve the enabling element. Post-assessment activities conclude the module activities. Answer keys for selected study questions and for post-assesament are included. (TA)

ED 143 783 CE 011 809

Ripley, William K. Arredondo, Trish
A Training Module: Developing a Job Entry, Individualized Curriculum.
Orange County Public Schools, Orlando, Fla.
Note—165p.; Best copy available
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors—Auto Mechanics, *Behavioral Objectives, Career Education, *Curriculum Development, Curriculum Guides, *Entry Workers, *Individualized Instruction, *Inservice Teacher Education, Instructional Materials, Job Analysis, Job Placement, *Learning Modules, Occupational Information, Secondary Education, Secondary School Teachers, Teacher Developed Materials, Teaching Guides, Vocational Development, Vocational Education

Materials contained in this training module are designed to carry the classroom teacher through a step-by-step process for developing a job entry, individualized curriculum which involves two phases. (Phase 1 is the preparation or developmental phase which looks closely at the job and the student, and includes the job description, task analysis, description of the student population, job prerequisites, prerequisite test, and job objectives. Phase 2, the curriculum phase, is designed for actual student use in the form of learning activity packages (LAPs). These two phases together form a job entry curriculum.) This individualized module is separated into eight enabling elements, each of which includes a pre-assessment and study questions. Enabling elements include the following: (1) Analyze a job description and a task analysis, (2) analyze a given student population by developing a student population description, prerequisites, and prerequisite test, (3) construct a goal statement, (4) construct a specific objective, (5) given a task analysis, develop corresponding job objectives, (6) define each of the following as they relate to a LAP: Goal, specific objectives, activities, pretest, and posttest, (7) given a set of job objectives, develop a LAP, and (8) given classroom problem situations involving individualized instruction, identify possible solutions. A complete module post-assessment is presented at the conclusion of the module. Answer keys for selected study questions and post-assessment are included. (TA)

ED 143 786 CE 011 909

Lejeune, Julie M.
Determining the Effect of Public Information Activities on Vocational Enrollment in West Virginia. Final Report.
Journal Cit—ZJF95105
West Virginia Univ., Morgantown.
Spons Agency—West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.
Pub Date—May 77
Contract—WV-77-R-2
Note—107p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—Educational Research, *Enrollment Influences, Enrollment Rate, *Media Selection, *Publicize, *Public Relations, School Community Relationship, School Personnel, Secondary Education, Staff Role, *Student Recruitment, Surveys, Vocational Education, *Vocational High Schools
Identifiers—*West Virginia

To investigate the role that public information plays in vocational recruitment and to determine the effect of public information variables on vocational school enrollment and utilization was the purpose of the study. A public information survey conducted among selected school personnel produced data that could be compared between a representative sample of schools with high and low vocational education enrollment and utilization patterns. Findings indicated the "most used" public information vehicles were media, special events, community services personnel, and school person-

nel. Findings also indicated that differences in use of these public information variables affected vocational enrollment and utilization, with the high enrollment, high utilization schools using items from the four categories more than the low enrollment, low utilization groups. Ten recommendations resulting from the study include providing opportunities for open house and student tours of vocational education facilities, increasing contacts between local media and vocational school personnel, and making sure vocational students themselves are well-informed about vocational programs so that they can pass along accurate information to their high school friends. (Comparative tables are included throughout the body of this report and the thirty-page appendixes. Sample survey forms are also appended.) (BL)

ED 143 788 CE 011 939

Hopkins, Charles O.

Management by Objectives: A Tool for Accountability.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater.

Pub Date—77

Note—12p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Accountability, Decision Making, *Employer Employee Relationship, *Management by Objectives, Management Systems, *Organizational Effectiveness, Performance Criteria, *Personnel Evaluation, Planning, Systems Approach

Many management styles in business and education today are not efficient, however the system of Management By Objectives (MBO) is proving to be successful. An MBO system basically has three parts: plan, implement, and review. In the planning stage the organization's purpose is defined, a mission statement developed, goals set, and objectives written. Criteria for planning objectives include (1) specifically stating what is to be accomplished and by when; (2) listing the result(s) to be accomplished; (3) stating the expected result and activity in measurable terms; (4) complementing or supporting other departmental and organizational goals and objectives; (5) being realistic in terms of available resources; (6) being realistic, but providing challenge and growth; and (7) identifying "must" and "want" objectives and weighing them accordingly. Implementation is accomplished through delegation of tasks and motivation of employees. The last phase consists of a monitoring system of monthly evaluations and a final operational and performance review. MBO provides an organization with a self-directed and dependable function evaluated on accomplishments. (BL)

ED 143 792 CE 012 028

Adams, Kay Angona

Florida Assessment of Needs in Career Education.

Journal Cit—BBB10300HWP26250

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Florida State Dept. of Education, Tallahassee.; Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date—Jun 77

Note—82p.; Best copy available

Available from—Center for Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Career Education, *Educational Needs, *Educational Objectives, Educational Research, Needs Assessment, *Program Effectiveness, *Program Improvement, Rating Scales, Statewide Planning, *Student Needs, Surveys

Identifiers—Florida

A statewide pilot study of career education needs was conducted by surveying 667 Florida educators who have been actively involved in career education. The 354 respondents rated the actual attainment and the desired priority of the students needs, the need for improving the program needs, and other information both general and specific to career education needs. A summary of the findings follows: According to the ten national learner outcomes, the highest priorities are basic academic skills, work habits, and work values; the most critical students needs concerned students' ability to accept responsibility, understand how self-concept influences success, value the importance of setting career goals based on self-knowledge, find jobs, consider alternatives when making career decisions, and view career options independent of sex role stereotypes; the student needs which are being met most successfully by current programs are in the areas of career and self-awareness and basic academic skills; the most critical program needs are in the areas of infusion of career education into the general education subjects, comprehensive career guidance (including counseling, placement, and followup), and teacher inservice; and finally concerning differences in perceptions, considerable agreement was found among all groups of educators in the selection of the highest and lowest priority program needs. Based on these findings, five recommendations (which are included in this report) were suggested. (BM)

ED 143 798 CE 012 125

Sokolowski, Kathleen

Exploring the Applied Arts. Publication No. 0041.

Journal Cit—QAT59178

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—Jun 77

Note—186p.

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 ($2.50 plus postage)

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—Art Activities, Art Education, *Career Exploration, Cartoons, *Commercial Art, Curriculum Guides, Educational Objectives, Fashion Industry, Graphic Arts, Job Skills, Layout (Publications), *Learning Activities, Occupational Information, Publicize, Resource Materials, Secondary Education, Simulation, Skill Development, Technical Illustration, Textiles Instruction, *Unit Plan, Vocabulary, Vocational Education

The program covered in this curriculum guide deals with applied arts, concentrating on the areas of advertising, fashion illustration, graphic design, cartooning, and textile design and decoration. These areas have been developed to give a hands-on experience to the students by simulating the working world and the student's place in it. Each area is designed to cover an eight-week period of forty-minute classes, meeting each day. In each area, the first week is devoted to introducing the specific topic through discussion of the history, different jobs available, methods of entering, advancement possibilities, and some social and psychological factors involved in the work. During the second and third weeks, students become acquainted with the materials of the trade. The fourth and fifth weeks are taken up with learning techniques involved in each field, creating typical artworks for that field. A review of the basic art principles necessary for competence in the field is also covered. During the sixth and seventh weeks, students are required to create a final product appropriate to some commercial use. The eighth week in each area is devoted to producing a project as competition for a designated "job opening," and to student evaluation, grading, and summary. (TA)

ED 143 799 CE 012 126

Ansbro, William And Others

Career Exploration Program: A Cluster Approach. Publication No. 0057.

Journal Cit—QAT59178

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Report No.—CE-379

Pub Date—Jun 77

Note—227p.

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 ($3.50 plus postage)

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Descriptors—Broadcast Industry, Business, *Career Awareness, *Career Education, *Career Exploration, Consumer Economics, Decision Making, Grade 7, Grade 8, Health Occupations, Home Economics, Intermediate Grades, Journalism, Junior High Schools, *Learning Activities, *Occupational Clusters, Public Service Occupations, Recreation, Self Actualization, Service Occupations, State Curriculum Guides, Telephone Communications Industry, Travel, Units of Study, Work Attitudes

Identifiers—New Jersey

Based on the occupational clusters designated by the Department of Health, Education and Welfare, this curriculum guide presents a career exploration program for junior high and middle school students. The program, presented in eighty-minute weekly sessions, is designed as an alternative activity in which students can elect to explore a wide variety of occupations. Seven occupational clusters and an awareness unit are included in this document. The awareness unit covers the following concepts: educational awareness, career awareness, self-awareness, work habits and attitudes, decision making, and socio-technological and economic understanding. The next seven units cover the following occupational clusters: health, communications and media, consumer and homemaking, public service, personal services, hospitality and recreation, business. Each unit contains a brief introduction to the cluster area, instructional objectives, job descriptions and vocabulary terms related to the cluster area, learning activities, pre- and posttests, a list of teacher resources, and a list of student resources. Parts of the program are designed for a laboratory setting but can be adapted to the regular classroom setting. The units are not bound to any sequence, allowing the teacher to be selective. (BM)

ED 143 800 CE 012 128

Madden, Janice Fanning

Evaluating the Return to the Education of Women: Economic Rationale for Sex Differences in Education. Final Report.

Journal Cit—BBB06621

Pennsylvania Univ., Philadelphia. Dept. of Regional Science.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jan 77

Note—54p.; Two pages present tabular data which may not reproduce well due to small type

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Age Differences, Blacks, Caucasians, *Educational Benefits, *Educational Experience, *Employment Level, Employment Opportunities, *Females, Graduates, Higher Education, Income, Racial Differences, Research, Secondary Education, *Sex Differences, Socioeconomic Influences, Surveys, *Wages

The study, using a subsample of young men and women from the 1969 National Longitudinal Survey, examined the effects of differences in educational attainment on wages and occupational status by sex and race. In particular, the economic rationale for women's higher rates of high school

graduation and lower rates of college attendance and graduation were explored. It was found that, relative to men, women experience greater gains in wages and in occupational status from high school graduation, and greater gains in wages but lesser gains in occupational status from college graduation. It was concluded that economic factors provide rationale for the greater high school graduation rates of women, and a possible rationale for the greater college graduation rates of men. (Author)

ED 143 801 CE 012 130

A Guide for Counselor Involvement in Pre-Employment and Placement Activities.

Akron-Summit County Public Schools, Ohio. Job Placement Dept.

Pub Date—[77]

Note—145p.; Best copy available

Available from—Akron-Summit County Public Schools Job Placement Department, 482 Grant Street, Akron, Ohio 44311 ($10.00)

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Data Collection, Employment Opportunities, Guides, High School Graduates, *Job Placement, Job Training, *Occupational Guidance, Occupational Information, *Program Development, Resource Materials, Secondary Education, Secondary School Counselors, Secondary School Students, Student Placement, *Vocational Counseling, *Vocational Development, Vocational Followup

Procedures, practices, and materials contained in this guide for counselors have been field tested and successfully used in a variety of school settings. The guide has two major sections. The first section deals with the development of the original project and includes discussion of student needs assessment, staff assessment, and establishing priorities/meeting needs. The second section deals with the four components of the placement process, covered separately with accompanying field tested practices, procedures, and materials. Components are (1) data (student data, community resources, career resource file, employer data, post-high school training and education, and resource center), (2) preparation (pre-employment preparation, job seeker errors, attitude and employability, a practitioner's point of view, pre-employment materials, developing a mini-unit format, post-high school training and education, summary of preparation and exploration program, approaches for the infusion of activities), (3) placement (telephone procedures, the job order form, the job match, referral process, job development), and (4) follow-up. Appendixes contain a personal needs survey form, follow-up survey, sample student data collection forms, sample for recording employer data, and a sample employer job order form. (TA)

ED 143 802 CE 012 133

A Comprehensive Career Guidance, Counseling, Placement, Follow-up and Follow-Through System for Rural (Small) Schools. Final Report.

Journal Cit—RMQ66000

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—1 May 77

Contract—G007501-231

Note—419p.; Best copy available

Available from—Center for Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210

EDRS Price MF-$0.83 HC-$22.09 Plus Postage.

Descriptors—*Career Education, Career Planning, Elementary Secondary Education, Job Placement, Material Development, *Models, *Occupational Guidance, *Program Development, *Rural School Systems, Rural Youth, Vocational Followup

Based on the career guidance needs of rural youth and the problems of rural educational institutions in meeting these needs, a systematic approach for delivering a comprehensive career guidance system to students in rural and small schools was researched and developed by consortium effort. The objectives were accomplished by completing the following tasks: organize human and material resources; conduct national literature search; prepare state-of-the-art paper; produce a handbook on career guidance resources for rural schools; prepare a conceptual model and program design; develop a comprehensive K-14 placement, follow-up, and follow-through model; produce a comprehensive content and procedural system for placement, follow-up, and follow-through; produce a comprehensive content and procedural system based upon the conceptual model; develop a competency-based inservice training program; conduct project steering and national advisory committee meetings; develop a product utilization plan; and prepare quarterly reports, recommendations for future development, and a final report for USOE. The materials developed were reviewed and revised accordingly. This report of the project's activities includes (1) discussion of the development and review of sixteen documents which paralleled the project's objectives (listed above) and which involve aspects of a comprehensive program of guidance; (2) suggestions made for future consortium efforts; summary of five limiting effects on rural guidance programs; and rationale statements which underlie the project materials; and recommendations for future research and development. Appendixes contain various listings, forms, abstracts, correspondence, and feedback related to the project's completion. (BM)

ED 143 803 CE 012 134

Home Economics-A Look-A Job-A Future. A Course of Study at a Pre-Vocational Level for 7th and/or 8th Grade.

Journal Cit—RMQ66000

Oklahoma City Public School System, Okla. Dept. of Home Economics.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Note—383p.; Not available in hard copy due to marginal reproducibility of original

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Behavioral Objectives, Career Education, Child Care Occupations, Clothing, Clothing Instruction, Curriculum Guides, Fashion Industry, Food Service Industry, Food Service Occupations, Grade 7, Grade 8, Health Occupations Education, *Home Economics, Housing Industry, Interior Design, *Learning Activities, *Occupational Information, *Prevocational Education, Real Estate Occupations, Student Evaluation, *Units of Study

Prevocational materials for use at the seventh and/or eighth grade levels are presented in this curriculum guide. Materials cover six areas, each consisting of several instructional units planned for more than one lesson or class period. Each unit includes behavioral objectives, suggested activities for teacher and students, information sheets, assignment sheets, activity sheets, suggestions, visual aids, tests, and test answers. Behavioral objectives are stated in two forms: Terminal objectives stating the subject matter to be covered in a unit of instruction, and specific objectives stating the student performance necessary to reach the terminal objective. The six areas and titles of their respective instructional units follow: (1) Hospitality: An Attitude; How, When, Where, and Why; A Job; A Future; (2) Foods: A Look at the Food Industry; Food Production; Retail Food Sales; Food in Institutions; Food Service; (3) Clothing: Careers; Fashion Merchandising; Dry Cleaning, Laundering, and Alteration; Dressmaking and Tailoring; Production; (4) Housing and Interior Design: Careers in Housing Construction and Sales; Decorating; Furnishings; Commercial Housing and Interior Design; (5) Health: Dietary Services; Careers in Technology; Health Service Professions; Other Health Service Careers; and (6) Child Care: Child Care and Baby-Sitting Careers; Workers in Child Care; The Children in Child Care Centers; Facilities in Child Care Centers. (TA)

ED 143 804 CE 012 137

Occupational Education Coordinator's Handbook: 7-8.

Journal Cit—JIM34640RMQ66000

Eastern Illinois Univ., Charleston. Occupational Education.

Spons Agency—Illinois Professional and Curriculum Development Unit for Vocational and Technical Education, Springfield.; Office of Education (DHEW), Washington, D.C.

Pub Date—Jun 77

Note—235p.; For related documents see CE 012 137-139 ; Best copy available

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Descriptors—Bulletin Boards, Career Awareness, Career Education, Elementary Education, *Integrated Curriculum, Junior High Schools, *Language Arts, Learning Activities, *Mathematics, *Occupational Information, *Sciences, *Social Studies, Teaching Guides

Identifiers—Illinois

The third of a three-volume set, this handbook provides direction to teachers of grades 7 and 8 for integrating occupational information with the academic subjects of social studies, language arts, mathematics, and science. Following a section on bulletin board ideas, separate subject sections present teacher and student directed activities which correspond with the subject curricula. Arranged in order of difficulty, each student activity page is linked with a springboard idea in the teacher-directed activity section. Activities for individuals, small groups, and total classroom discussion are included. The bibliography contains the sources of materials that were researched for activity ideas. (Author/BM)

ED 143 805 CE 012 138

Occupational Education Coordinators' Handbook: 4-6.

Journal Cit—JIM34640RMQ66000

Eastern Illinois Univ., Charleston. Occupational Education.

Spons Agency—Illinois Professional and Curriculum Development Unit for Vocational and Technical Education, Springfield.; Office of Education (DHEW), Washington, D.C.

Pub Date—Jun 77

Note—166p.; For related documents see CE 012 137-139 ; Best copy available

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—Bulletin Boards, Career Awareness, Career Education, Elementary Education, *Integrated Curriculum, Intermediate Grades, *Language Arts, Learning Activities, *Mathematics, *Occupational Information, *Sciences, *Social Studies, Teaching Guides

Identifiers—Illinois

The second of a three-volume set, this handbook provides direction to teachers of grades 4-6 for integrating occupational information with the academic subjects of social studies, language arts, mathematics, and science. Following a section on bulletin board ideas, separate subject sections present teacher and student directed activities which correspond with the subject curricula. Arranged in order of difficulty, each student activity page is linked with a springboard idea in the teacher-directed activity section. Activities for individuals, small groups, and total classroom discussion are included. The bibliography contains the sources of materials that were researched for activity ideas. (Author/BM)

ED 143 806 CE 012 139

Occupational Education Coordinators' Handbook: K-3.

Journal Cit—JIM34640RMQ66000

Eastern Illinois Univ., Charleston. Occupational Education.

Spons Agency—Illinois Professional and Curriculum Development Unit for Vocational and Technical Education, Springfield.; Office of Education (DHEW), Washington, D.C.

Pub Date—Jun 77

Note—161p.; For related documents see CE 012 137-139

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—Bulletin Boards, Career Awareness, Career Education, Elementary Education, *Integrated Curriculum, *Language Arts, Learning Activities, *Mathematics, *Occupational Information, Primary Education, *Sciences, *Social Studies, Teaching Guides

Identifiers—Illinois

The first of a three-volume set, this handbook provides direction to K-3 educators for integrating occupational information with the academic subjects of social studies, language arts, mathematics, and science. Following a section on bulletin board ideas, separate subject sections present teacher and student directed activities which correspond with the subject curricula. Arranged in order of difficulty, each student activity page is linked with a springboard idea in the teacher-directed activity section. Activities for individuals, small groups, and total classroom discussion are included. The bibliography contains the sources of materials that were researched for activity ideas. (Author/BM)

ED 143 807 CE 012 143

Justice, Faith L.

Self-Instructional Unit on Conducting Task Surveys for Vocational Curriculum Development.

Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.

Pub Date—Jun 75

Note—177p.

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—Administrator Education, Autoinstructional Aids, Curriculum Development, Data Collection, *Guidelines, Inservice Education, Learning Modules, *Occupational Surveys, Post Secondary Education, *Research Methodology, Sampling, Statistical Analysis, Statistical Data, *Task Analysis, Teacher Education Curriculum, Vocational Education

Ten modules which present specific instructions for conducting a task survey are provided in this manual for vocational educators, supervisors, and directors. Each module contains a short descriptive paragraph of the contents of each module, a performance objective, readings, exercise activities, and feedback for those activities. The modules are (1) rationale for use of task surveys; (2) developing a task list; (3) determining relevant questions; (4) identifying the population; (5) selecting the sample size; (6) selecting sampling methods; (7) developing the survey packet; (8) distributing and collecting the survey packet; (9) calculating summary statistics; and (10) interpreting the data. Two task survey reports containing example procedures and data are appended, along with an evaluation sheet for synthesizing the strategies and facilitating implementation. (BL)

ED 143 808 CE 012 157

A Study of Nationwide Availability of Women & Minorities for Positions in Officials & Managers & Professionals. Employment Categories. Final Report.

Journal Cit—BBB13149

P/RA Research, Inc., East Meadow, N.Y.

Spons Agency—Energy Research and Development Administration, Washington, D.C. Div. of Labor Relations.

Pub Date—Mar 76

Note—224p.; Best copy available

Available from—National Technical Information Service, U.S. Department of Commerce, 5285 Port Royal Road, Springfield, Virginia 22161

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Descriptors—Affirmative Action, American Indians, Asian Americans, Blacks, Employment Potential, Employment Qualifications, *Employment Statistics, Ethnic Groups, *Females, Information Sources, *Labor Supply, Managerial Occupations, *Manpower Utilization, *Minority Groups, Models, National Surveys, Occupational Clusters, Professional Occupations, Spanish Americans, *Statistical Analysis, Statistical Studies

A study was conducted to determine a nationwide availability conclusion percentage of minorities (Blacks, Spanish-origin persons, Asian Americans, and American Indians) and women particularly in job groups of two job categories: Officials and Managers, and Professional. The resulting availability conclusions would then be used to determine underutilization of these minority groups in the two categories. Subsequent to compiling a list of government agencies, colleges, universities, and various associations and societies, over two hundred letters were written and visits were made to collect relevant statistical data. Government agencies provided the most complete and updated data while generally, the private associations, did not provide useful information. Utilizing the eight factors to be considered in determining the availability of minorities and women according to federal regulations, seven factors were identified and considered for both minorities and women in this study, including unemployment, labor force, and degree of training. (This report discusses in detail the methodologies, statistics for each of the availability factors, and a statistical model for determining availability; presents the availability conclusions for the nineteen job groups in the Professional category and the Officials and Managers category in tabular form; and discusses major issues, including an alternate statistical model. Data sources used and not used, are appended.) (EM)

ED 143 810 CE 012 167

Ripley, Randall B. And Others

CETA Prime Sponsor Management Decisions and Program Goal Achievement. Final Report.

Journal Cit—BBB13219

Ohio State Univ., Columbus.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—30 Jun 77

Contract—DLMA-21-39-75-10-10

Note—151p.; Best copy available ; This project was conducted by the CETA Project, Ohio State University

Available from—National Technical Information Service, Springfield, Virginia 22151

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—Case Studies, *Decision Making, Demography, Employment Programs, Environmental Influences, Federal Programs, Field Studies, Job Training, *Management, Manpower Development, National Programs, *Objectives, *Program Administration, *Program Effectiveness, Program Evaluation

Identifiers—*Comprehensive Employment and Training Act

A study was conducted to (1) assess the relation of different CETA management decisions at the prime sponsor level to program goal achievement and (2) assess the conditions under which specific management decisions seem most likely to maximize goal achievement. Members of a research team visited 15 prime sponsorships throughout the United States to collect data on seven different external local conditions and systematically investigate eight areas of local management decisions. Seventeen Ohio prime sponsorships for which there was detailed data available were used as a comparison group. The conclusions were that (1) CETA at the local level is not a highly constrained system; (2) local programmatic choices are not determined by factors such as unemployment, the history of pre-CETA manpower programs, demographic composition of the community, the nature of persons served, or the activities of the Department of Labor; and (3) program performance is significantly affected by factors over which local managers have considerable control; program mix; programmatic priorities; and management decisions in the areas of staff quality, data collection and use, monitoring and evaluation of programs, degree of subcontracting for service delivery, use of requests-for-proposal for subcontracting, open decision making centered in the advisory council, and conflict management strategies. (EM)

ED 143 812 CE 012 172

Margolius, Sidney

How to Survive in Consumer Education.

Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Office of Consumers' Education.

Pub Date—11 Nov 76

Note—12p.; Speech presented to project directors of projects funded under the Consumers' Education Program (Washington, D.C., November 11, 1976)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Consumer Education, *Educational Needs, Instructional Materials, Selection, Speeches, *Teacher Role, Teaching Techniques

If consumer educators are going to survive in their field, they're going to have to be (1) selective, (2) very knowledgeable of their specialization, (3) and willing to use both traditional classroom educational methods and some of the newer techniques. Because consumer problems have become so pervasive and complex, it becomes necessary to concentrate education on the most widespread and serious problems: heavy installment buying at high finance charges, large medical expenses due to inadequate insurance, rising fees, and lack of knowledge of free or low-cost care, heavy housing expenses, high food costs, transportation expenses, lack of knowledge of community resources, lack of understanding of how to manage money and do long-range planning, and need for guidance in rights and responsibilities to prevent costly legal problems. A major difficulty in consumer education is finding impartial experts and materials to deliver truly useful information. Teachers must be aware of the limitations of materials produced by business interests, government, commercial magazines and newspapers, and even costly educational services producing filmstrips, textbooks, and other literature. Each must do his own screening and choosing. Some useful nontraditional teaching methods include discussion of legislative issues and formation of buying clubs. (JT)

ED 143 813 CE 012 187

Manning, Charles

District Review of Vocational Education (DROVE) Follow-Up Study of 19 School Districts and Four Regional Occupational Programs Reviewed during 1974-75.

Journal Cit—CIQ11090RMQ66000

Napa County Superintendent of Schools, Calif.

Spons Agency—California State Dept. of Education, Los Angeles.; Office of Education (DHEW), Washington, D.C.

Pub Date—76

Note—89p.; For related documents see CE 012 185-187

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Educational Administration, *Evaluation Methods, Followup Studies, *Management Information Systems, *Program Effectiveness, Program Evaluation, Regional Programs, *School Districts, Secondary Schools, State Departments of Education, State Programs, Systems Analysis, Systems Approach, *Voca-

tional Education, Vocational Training Centers
Identifiers—California, *District Review of Vocational Education

This report contains findings of a followup study of the impact of the District Review of Vocational Education (DROVE) on 19 secondary school districts and four regional occupational programs and centers (ROP/Cs) in California reviewed during 1974-75. (The followup study of the impact of DROVE is the third phase of DROVE, a three-phased, structured, consultant-directed evaluation system designed to improve the effectiveness and efficiency of secondary school district vocational education management systems, and to provide local, State, and Federal decisionmakers with current management information.) Some of the findings presented follow: District directors of vocational education rated 91% of their report recommendations as being reasonable; they also rated 78% of their recommendations as being implemented or in the process of implementation. Fourteen of the 19 district superintendents reported positive change or improvement in their district as the result of DROVE, and 16 of the 19 district vocational education coordinators reported change in their district attributable to DROVE. Recommendations note that DROVE should be continued, as the DROVE process is a vehicle for improvement of vocational education program management and a source of valuable information for State and Federal decisionmakers. Additional information on DROVE is appended to this report. (BL)

ED 143 814 CE 012 200

Ryan, Charles W. And Others

Career Education in Higher Education. An Infusion Model.

Journal Cit—RMQ66000
Maine Univ., Orono. Coll. of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—77
Contract—300-76-0338
Note—191p.

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—*Career Education, College Teachers, Curriculum Development, Educational Objectives, Faculty Development, *Fused Curriculum, Higher Education, *Inservice Teacher Education, Instructional Materials, Learning Activities, *Models, *Post Secondary Education, Program Descriptions, Units of Study
Identifiers—Husson College ME, University of Maine

This document was designed to provide a vehicle for educators in postsecondary institutions to (1) develop a philosophical position regarding the career education concept, (2) consider the philosophical implications of career education as related to curriculum reform in institutions of higher education, and (3) develop procedures for relating the content of curriculum to the needs of students enrolled in postsecondary institutions. The major portion of this document is comprised of instructional units which represent faculty and administrative efforts to infuse career education concepts at the postsecondary level, using two schools as examples–University of Maine and Husson College. Sixteen sample units (University of Maine) intended for use in the areas of education and human development and nine sample units (Husson College) intended for use in business education and business administration are included. Each instructional unit includes an introduction, unit goals, unit objectives, learning activities, resources, evaluation, and time constraints, as required by the model used by staff for the production of these units. A separate chapter (10 pages) illustrates the approach developed to train faculty and staff in the philosophy and concepts of career education. (TA)

ED 143 816 CE 012 294

General Business for Economic Awareness. Curriculum Guide.

District of Columbia Public Schools, Washington, D.C. Dept. of Career Development.
Pub Date—77
Note—161p.; Pages 82 and 83 (containing a cross-term puzzle) were copyrighted and therefore removed; They are not included in the pagination

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—*Behavioral Objectives, *Business Education, Business Subjects, Consumer Economics, *Consumer Education, Curriculum Guides, *Daily Living Skills, *Learning Activities, Money Management, Secondary Education, Skill Development

Designed to assist secondary teachers of general business courses, this guide suggests student objectives, content, and activities as a point of departure for teaching general business particularly, as it relates to economic awareness. Eleven instructional units are included: Business All Around Us; Finding Information; Career Exploration; Money; Planning and Spending Income; Banking Services; Investment Opportunities; Taxes, Insurance, Filing Information, Citizenship, Legal Relations, and Government Regulations; and Using Communication, Transportation, and Travel. In addition to the specific objectives, related content, and suggested student activities (which are presented in a three-column format), each unit includes overall objectives and a suggested vocabulary. Brief information on job families (or clusters) and a bibliography of audiovisual and other materials are appended. (SH)

ED 143 821 CE 012 385

Caples, Jeff D. And Others

Development of Prevocational Training for Deaf/-Blind.

Journal Cit—BBB00122BBB05691BBB09463
Richmond State School, Tex.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Texas Education Agency, Austin. Dept. of Occupational Education and Technology; Texas Occupational Research Coordinating Unit, Austin.
Pub Date—Jun 77
Note—535p.; This study was developed by Multihandicapped Project of the Richmond State School in Texas

EDRS Price MF-$1.00 HC-$28.79 Plus Postage.

Descriptors—*Aurally Handicapped, Blind, *Curriculum Development, Curriculum Evaluation, Deaf, *Inservice Teacher Education, Interagency Cooperation, Job Skills, Needs Assessment, Parent Education, *Prevocational Education, Program Descriptions, Program Evaluation, Skill Development, *Visually Handicapped

Based on the assumption that visual and auditory impairments are frequently accompanied by limited communication and social skills which are necessary for vocational success, this document reports a study on the development of prevocational training programs for the deaf and blind. The report first defines the needs of this special population and how the data were obtained. The establishment of an interagency collaboration to evaluate the project activities and provide additional information is then described. The development, implementation, and evaluation of both the staff training program and the parent training program are also presented. The major portion of this document reports the development, implementation, and evaluation of the project curriculum. An equipment list, information sources list, and glossary are included. (BM)

ED 143 822 CE 012 387

Spivey, Glenward L.

Relationships between the Morale and Change Orientation of Vocational Education Teachers in Alabama.

Alabama Research Coordinating Unit for Vocational and Technical Education, Montgomery.
Pub Date—1 Jun 77
Note—127p.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—*Educational Change, Psychological Characteristics, Social Science Research, *Teacher Attitudes, Teacher Characteristics, *Teacher Morale, Teacher Motivation, *Vocational Education Teachers
Identifiers—Alabama

In light of the accelerated rate of change in vocational education, research was done to clarify relationships among teacher attitudes which would assist administrators in facilitating change. This study investigated the relationship between morale and change orientation of Alabama vocational education teachers. The Purdue Teacher Opinionaire and Russell's Change Orientation Instrument were administered to 936 teachers selected randomly from five vocational education service areas in Alabama. Findings indicated there is a small relationship between morale and change orientation, the largest measured association being between change orientation and satisfaction with teaching. Conclusions were that teachers with high morale tend to have more positive attitudes toward change and that teacher morale is regulated by a number of variables including daily student load, adequacy of facilities and equipment, and age and education of the teacher. Recommendations were made regarding need for further morale and change orientation studies to generate additional information covering a broader range of personnel and influencing factors. (BL)

ED 143 823 CE 012 389

Program Improvement Priorities for Vocational Education. Summary Report.

Alabama Research Coordinating Unit for Vocational and Technical Education, Montgomery.
Pub Date—Jun 77
Note—41p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Curriculum Development, Demonstration Programs, Educational Needs, Educational Research, Needs Assessment, *Program Improvement, Rating Scales, *Research Needs, Special Education, *Staff Improvement, Surveys, *Vocational Education
Identifiers—Alabama

Conducted to determine priority areas for program improvement activities in Alabama's vocational education system, the specific objectives of this study were to develop a list of areas that are in need of vocational education research and that should be addressed through exemplary programs; develop a list of needs for curriculum development activities and professional development activities; prioritize each of the lists based on the perceptions of persons surveyed; and prepare a report of the findings for use in planning, reviewing, conducting, and managing program improvement efforts in Alabama. A modified Delphi technique was used as the method for gathering the data. The sample of 199 people consisted of persons from various groups within the state directly involved in or affected by vocational education. The areas which received the highest priority rankings were inservice needs for instructors and instruction for special needs students. The appendixes include the survey forms, correspondence sheets, and the tabulated and ranked results. (BM)

ED 143 829 CE 012 410

Objectives for Career and Occupational Development. Second Assessment. National Assessment of Educational Progress.

Journal Cit—BBB10241BBB11065
Education Commission of the States, Denver, Colo.
Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.; Office of the Assistant Secretary for Education (DHEW), Washington, D.C.
Note—95p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Affective Objectives, *Age Groups, Behavioral Objectives, Career Awareness, *Career Education, Cognitive Objectives, *Educational Assessment, *Educational Objectives, *Vocational Development, Young Adults, *Youth

Objectives for the second national assessment of career and occupational development (COD) are listed under two major categories: (1) Knowledge, abilities, and attitudes relevant to career decisions and (2) knowledge, abilities and attitudes necessary for success in a career or occupation. Each category is broken down into several subheadings followed by the objectives for each of four age categories—ages 9, 13, 17, and 26-35. An outline of the objectives serves as an index, and a brief introductory chapter describes the procedures followed in developing these objectives (which are a revision of those used for the first national assessment of COD in 1973-74). Preface material includes notes on the major goals of the National Assessment of Educational Progress (NAEP), which gathers information about the knowledge, skills, understanding, and attitudes of young people ages 9, 13, 17, and 26-35 in 10 learning areas, one of which is career and occupational development (COD). A list of the advisory panel and of the subject-matter and lay people who reviewed the COD objectives is appended. (JT)

ED 143 834 CE 012 421

Hamlin, Roger E. And Others
A Policy Information System for Vocational Education.
Journal Cit—RMQ66000
Michigan State Univ., East Lansing. Proaction Inst.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Jan 77
Note—159p.; For related documents see CE 012 421-430; Best copy available
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors—*Educational Planning, Enrollment Projections, *Estimated Costs, Facility Planning, Information Systems, Instructional Staff, Manpower Needs, *Models, *Needs Assessment, Policy Formation, *Program Planning, *Vocational Education

One of 10 publications from a long-range vocational education planning project, this report presents a simplified eight-step method for long-range planning in vocational education. The planning model is presented in two major components: A procedures summary containing the eight steps used in the program planning process, and one or more alternative methods for making the projections called for in the summary. Methods for making the projections are presented in two parts. Part I is comprised of steps 1-4 which assess total enrollment projections, student interest, labor market demand, and program enrollment projections. Steps 5-8 comprise part II and take the sets of program projections developed in part I and use them to estimate instructional staff needs, instructional staff costs, capital outlay, and consumable costs associated with each program. A planning year form for combining the results of all the steps on one sheet is included and a flow diagram of the procedures for planning is shown. (This report is designed for use in conjunction with another publication developed by the same team of authors entitled "Planning for Vocational Education.") (BL)

ED 143 835 CE 012 422

Hamlin, Roger E. And Others
Planning for Vocational Education.
Journal Cit—RMQ66000
Michigan State Univ., East Lansing. Proaction Inst.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Jan 77
Note—233p.; For related documents see CE 012 421-430; Best copy available
EDRS Price MF-$0.83 HC-$12.71 Plus Postage.
Descriptors—Agencies, Budgeting, Community Planning, Curriculum Development, *Educational Planning, Facility Planning, Instructional Staff, Manpower Needs, *Models, Organization, Placement, Program Planning, Student Interests, *Systems Approach, *Vocational Education

One of 10 publications resulting from a comprehensive long-range vocational education planning project, this report presents three areas of study: The applicability of the planning process to vocational education, a description of the planning model in detail, and an examination of organizational structures for educational planning and their relationships to other community planning systems. Chapter I provides an overview of vocational education and the planning process. Chapter II describes labor market planning as it relates to vocational education, and chapter III analyzes the projection and evaluation of student interest in vocational education. Chapters IV through VIII look at the major systems internal to vocational education: Curriculum development, facility and equipment planning, planning for instructional personnel, accounting and budgeting, and placement programs. Chapter IX relates vocational education planning to other planning systems including community or urban planning, labor market planning, and others. (BL)

ED 143 836 CE 012 423

Hamlin, Roger E. And Others
Preliminary Long-Range Planning Model.
Journal Cit—RMQ66000
Michigan State Univ., East Lansing. Proaction Inst.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Jan 77
Note—67p.; For related documents see CE 012 421-430; Best copy available
EDRS Price MF-$0.83 HC-$3.30 Plus Postage.
Descriptors—Computer Oriented Programs, *Educational Planning, Enrollment Projections, *Estimated Costs, Facility Planning, Information Systems, Instructional Staff, Manpower Needs, Models, *Needs Assessment, Policy Formation, *Program Planning, *Vocational Education

One of 10 publications from a long-range vocational education planning project, this planning model is a boiled-down version of the complete computer based system presented in "Policy Information System Computer Program." It has been reduced to 50 pages of step-by-step procedures and fill-in-the-blank forms for use in teaching an administration the entire planning process of projecting the need, supply, and cost of vocational education programs offered by a single district or agency. Only a single method for estimating each set of projected figures in this planning process is contained in this model. The components covered are base enrollment projections, student interest, labor market demand, program enrollment, program teaching staff requirements, instructional staff costs, program capital costs, and program consumables costs. The model is designed to operate in 1-year increments to a maximum of five years, and the provision is made for combining the component summaries to obtain a unified view of the program outlook. (If alternative methods of projecting costs are desired, the related documents are recommended.) (BL)

ED 143 837 CE 012 424

Hamlin, Roger E. And Others
Implementing Long-Range Planning for Vocational Education.
Journal Cit—RMQ66000
Michigan State Univ., East Lansing. Proaction Inst.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Jan 77
Note—61p.; For related documents see CE 012 421-430; Best copy available
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Computer Oriented Programs, Educational Coordination, *Information Systems, *Models, *Pilot Projects, Policy Formation, Program Evaluation, *Program Planning, School Systems, Testing Problems, *Vocational Education

Test application and implementation of techniques and methods developed in the planning model, A Policy Information System for Vocational Education, are described in this report. (The computer planning model and policy information system designed for use in planning at the local level brings variables of student interest, manpower demand, enrollment projections, costs per program, placement, and other factors into a form so that they can be utilized to help administrators in long-range planning and decisionmaking.) A section of the report is devoted to each of the three sites in which the planning model was tested (Grand Rapids, Flint, and Battle Creek, Michigan), and the various problems and difficulties that occurred during the pilot test of the model are described. The implementation process is detailed, and differences between sites in organizational structure and test procedures are compared. Conclusions and recommendations are offered regarding the implementation process, and the model in general, which can be applied to the use of the model in other sites. (BL)

ED 143 838 CE 012 425

Hamlin, Roger E. And Others
Vocational Education Summary Planning Program.
Journal Cit—RMQ66000
Michigan State Univ., East Lansing. Proaction Inst.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Jan 77
Note—26p.; For related documents see CE 421-430; Not available in hard copy due to marginal reproducibility of original
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Computer Oriented Programs, Enrollment Projections, Estimated Costs, *Information Systems, Instructional Staff, Manpower Needs, *Program Planning, Student Interests, *Vocational Education

A shortened version of the planning model developed in "A Policy Information System for Vocational Education" is contained in this booklet. Initial handout sheets for training sessions to get vocational administrators started in planning and utilizing the computer based system are presented. They include a list defining the categories on the input form and the type of information to be provided for each, and a list to facilitate selection and ranking of program goals. An example of the completed program with all options is also provided. (When completed, the program is designed to provide administrators with information on projected enrollments, cost, and comparative rankings of programs.) (BL)

ED 143 839 CE 012 426

Hamlin, Roger E. And Others
Policy Information System Computer Program.
Journal Cit—RMQ66000
Michigan State Univ., East Lansing. Proaction Inst.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Jan 77
Note—147p.; For related documents see CE 012 421-430; Not available in hard copy due to marginal reproducibility of original
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Computer Programs, *Educational Planning, Enrollment Projections, Estimated Costs, *Information Systems, Instructional Staff, Manpower Needs, Needs Assessment, *Policy Formation, *Program Planning, Student Interests, *Vocational Education

The concepts and methodologies outlined in "A Policy Information System for Vocational Education" are presented in a simple computer format in this booklet. It also contains a sample output representing 5-year projections of various planning needs for vocational education. Computerized figures in the eight areas corresponding to those in the Policy Information System (total district enrollment, student interest, labor market demand, program enrollment, instructional staff needs, instructional staff costs, capital outlay, and consumable costs) are shown, and diverse elements of vocational education requiring further postgraduate research are presented in skeletal form. Various methods for making projections are presented and explained in detail in the sample outputs. (BL)

ED 143 840 CE 012 427

Hamlin, Roger E. And Others

Planning for Vocational Education: A Selected Bibliography.

Journal Cit—RMQ66000

Michigan State Univ., East Lansing. Proaction Inst.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jan 77

Note—55p.; For related documents see CE 012 421-430

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Annotated Bibliographies, City Planning, Educational Needs, Management, Manpower Needs, *Program Planning, *Vocational Education

One of 10 publications from a long-range vocational education planning project, this bibliography presents major sources and publications providing information on vocational education planning. It contains sources from literature on vocational education, urban planning, labor market planning, and management. The bibliography contains three sections: Annotated listings of the sources considered most useful to vocational educators, a longer listing of sources (alphabetical by author), and a key word index. (BL)

ED 143 841 CE 012 428

Featherstone, Richard And Others

A Ph.D. Program for Vocational Education.

Journal Cit—RMQ66000

Michigan State Univ., East Lansing. Proaction Inst.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jan 77

Note—49p.; For related documents see CE 012 421-430

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Computer Science Education, Doctoral Degrees, *Doctoral Programs, Graduate Study, Higher Education, *Models, Performance Based Education, Program Design, *Program Planning, *Vocational Education

Identifiers—Michigan State University, University of Toronto (Canada)

One of 10 publications from a long-range vocational education planning project, this report presents the results of exploring the feasibility and need for a doctoral program in education planning. Three models were developed: (1) The first is based on a competency approach, designed to use those professional experiences that would help bring the candidate from a known level of competency to a needed level of competency, (2) the second follows the traditional approach, requiring a major, a cognate, a minor, and a research competency, culminating in a dissertation, (3) the third follows the overall outline of the second but the major and minor would come from specific departments, and a computer skill area would also be required. A complete description of the University of Toronto's degree requirements in the field of planning and the corresponding program of study are appended. Course descriptions of vocational education planning courses offered at Michigan State University are also appended. (BL)

ED 143 842 CE 012 429

Data Element Dictionary for Vocational Education.

Journal Cit—RMQ66000

Michigan State Univ., East Lansing. Proaction Inst.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jan 77

Note—349p.; For related documents see CE 012 421-430

EDRS Price MF-$0.83 HC-$18.07 Plus Postage.

Descriptors—Community, Courses, *Dictionaries, Educational Facilities, Educational Finance, *Electronic Data Processing, Information Processing, *Information Storage, Instructional Staff, *Management Information Systems, *Program Planning, Students, *Vocational Education

One of 10 publications from a long-range vocational education planning project, this dictionary is designed to help the planner identify vocation planning data elements and organize them for storage and easy accessibility. This publication serves to identify and describe (1) those data elements required to support current planning and administrative needs, (2) certain data elements anticipated as being required for future planning products, (3) certain data elements commonly maintained by institutions for operational and reporting purposes, and (4) certain terms that are needed to help identify institutional characteristics for exchange purposes that are not generally included in an institutional data file. Many of the data elements permit the inclusion of institutionally defined categories within the particular data element. This dictionary is a revised and edited version of a similar document developed by the National Center for Higher Education Management Systems (NCHEMS), but the final section contains data elements for community variables which are not included in the NCHEMS document. (BL)

ED 143 843 CE 012 430

The Development and Implementation of a Management and Information System for Long-Range Planning of Vocational Education Programs at the Local Level. Final Report.

Journal Cit—BBB09463

Michigan State Univ., East Lansing. Proaction Inst.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Mar 77

Contract—G007500676

Note—39p.; For related documents see CE 012 421-430

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Information Systems, Management Information Systems, Management Systems, *Policy Formation, *Program Planning, *Systems Development, *Vocational Education

The final summary of the progress, accomplishments, findings, and recommendations of a project to develop and implement a management information system for long-range planning of vocational education at the local level is presented in this report. Goals and purposes of the original proposal are stated and their development traced in research, work tasks, and staff organization. Procedures for developing and testing planning models are outlined, and major activities and events summarized, as are major findings and recommendations. The bulk of the report presents a description of publications and outputs of the project, and directs the reader to these publications for more detailed presentations. These publications include "A Policy Information System for Vocational Education," the computer planning model for vocational education, a monograph on the various systems involved in planning for vocational education, an annotated bibliography, a report presenting the need for a doctoral degree program with an emphasis in educational planning, a report on the implementation of the policy information system in several test cities, and a data element dictionary for vocational education. (BL)

ED 143 844 CE 012 462

Koble, Daniel E., Jr., Comp. Newton, Mark, Comp.

Developing the Leadership Potential of Urban Vocational Education Administrators. (Conference II). 1977 National Leadership Seminar for Administrators of Vocational Education in Large Cities (Arlington, Virginia, March 26-29, 1977). Leadership Training Series No. 30.

Journal Cit—RMQ66000RUF67055

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date—Apr 77

Contract—GO5-76-00038

Note—122p.; For a related document see ED 137 508

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Administrative Personnel, Administrator Education, Administrator Role, Conference Reports, Educational Finance, Educational Philosophy, Handicapped Students, Inservice Education, Job Placement, Leadership Qualities, *Leadership Training, Manpower Needs, *Metropolitan Areas, Organizations (Groups), Post Secondary Education, Program Evaluation, *Program Improvement, School Industry Relationship, *Staff Improvement, Urban Schools, *Vocational Education

The six topics presented in this report which were addressed in seminars conducted at a conference, second in a series, focusing on developing the leadership potential of urban vocational education administrators. The six topics are (1) Educational Organizations in the Large Cities: The Challenge Ahead, (2) Achieving Urban Vocational Improvement by Involving National Organizations, (3) Strategies for Assuring that Funds Allotted to Cities for Vocational Programs Will Be Spent for the Intended Purposes, (4) Facilitating the Employability of Handicapped Persons Through Regular Vocational Programs, (5) Evaluating Vocational Education Programs on the Basis of Job Placement and Labor Market Supply and Demand, and (6) Strategies for Improving the Quality of Vocational Education Leadership in Large Cities. Also, papers presented under three topics (topics 2 through 4 above) were synthesized by a group task force and the resulting position papers (3), are included. Program participants' names and addresses and the agenda are appended. (BL)

ED 143 845 CE 012 465

McFann, Howard H. And Others

Consideration of Alternative Educational Systems.

Journal Cit—RMQ66000

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jun 71

Note—16p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Community Support, *Comparative Analysis, Cost Effectiveness, *Educational Alternatives, Educational Assessment, *Evaluation Criteria, *Instructional Systems, Learning Motivation, Staff Role

A discussion of factors associated with evaluation of proposed alternative educational systems is presented in brief form. Emphasis is given to enumeration of critical characteristics serving as the basis of comparison, examination of alternative systems in terms of each characteristic, and determination based on the comparison as to whether the systems are meaningful alternatives. Six characteristics are presented as central to the comparison of proposed

educational programs: (1) Learning outcomes; (2) maximizing the number of available alternative options; (3) voluntary attendance; (4) management of motivation; (5) cost effectiveness; and (6) support of and identification with program by staff and community. A brief discussion of measurement considerations pertaining to each characteristic is also included. A selected bibliography is appended. (BL)

ED 143 846 CE 012 466

Training Guide for Identifying, Meeting, and Evaluating Training Needs.

Federal Highway Administration (DOT), Washington, D.C. National Highway Inst.

Pub Date—Jan 77

Note—81p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Educational Needs, Employer Employee Relationship, *Evaluation Methods, Government Employees, Measurement Instruments, *Needs Assessment, Personnel Management, *Program Development, *Program Evaluation, Program Guides, *Program Planning, *Staff Improvement, Work Attitudes

This manual is a guide for the training supervisor, specialist, or other official who has to plan, develop, and carry through a training program for improving the effectiveness of the employee development program, particularly in a governmental department of highways. The content is in three chapters: (1) Identifying Training Needs briefly discusses the process for identifying training needs, summarizes what to observe and study as clues to possible training needs (need indicators), and in detail, discusses several data gathering methods for need determination: interviews, questionnaires, records and reports analysis, tests, group problem analysis by line supervisors, and job analysis and performance review; (2) Meeting Training Needs briefly discusses the available methods and resources for meeting needs and the major steps involved in planning and conducting a training program; and (3) Evaluation discusses the nature, meaning, and purpose of evaluation, standards, and seven major steps in evaluation. The last thirty pages of this manual contain charts, samples, and descriptions illustrating forms and methods for evaluating the scope and goals of the overall program; organization and administration of training; the training process itself; and the results of training. (EM)

ED 143 847 CE 012 468

Gildenhorn, Marjorie

Employment and Training Programs for Offenders. A Guide for Prime Sponsors under the Comprehensive Employment and Training Act of 1973. ET Handbook No. 341.

Journal Cit—BBB13219

Planning and Human Systems, Inc., Washington, D.C.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—Jul 77

Note—278p.

EDRS Price MF-$0.83 HC-$15.39 Plus Postage.

Descriptors—Annotated Bibliographies, *Correctional Education, *Employment Programs, *Federal Programs, Financial Support, Glossaries, *Guidelines, *Job Training, Manpower Development, Prisoners, Program Design, Program Evaluation, Program Guides, Program Planning

This technical assistance guide for offender programs is a guidebook to be used by CETA (Comprehensive Employment and Training Act) prime sponsors, state manpower service councils, state manpower planning councils, and Department of Labor (DOL) regional staff concerned about offenders and interested in developing employment and training programs for them. There are two parts. Part I contains four chapters that provide background information on (1) past and present DOL offender programs, (2) the offender (statistics on the total offender population, characteristics of the offender, how society views the offender, and DOL offender target groups), (3) CETA and the criminal justice system, and (4) barriers to employment of offenders, particularly efforts to remove legal and attitudinal barriers. Part II is a program reference guide with three chapters: (1) funding, program components, and staffing of CETA programs for offenders, (2) strategic and operational program planning, and (3) program assessment (targets, criteria, cost effectiveness, techniques, etc.). Appendixes contain a three-part bibliography (annotations of selected reference materials, a subject-matter bibliography, and an alphabetical listing of references and resources) and two glossaries (one containing a list of terms and definitions related to the criminal justice system and one of selected "con" language). A cross-referenced index to the guide is also included. (JT)

ED 143 848 CE 012 474

Thomas, Edward G. White, Patrick E.

Second Year Manual for the Kentucky Appalachia Vocational Staff Exchange Project. Revised.

Journal Cit—BBB00078

Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Spons Agency—Appalachian Regional Commission, Washington, D.C.

Pub Date—Oct 76

Note—225p.; Some parts may reproduce poorly due to small type

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Descriptors—*Business, Cooperative Planning, *Exchange Programs, *Industry, Models, Program Descriptions, Program Development, Program Evaluation, Program Guides, *Program Planning, School Community Cooperation, School Industry Relationship, *Staff Improvement, Staff Role, Teacher Exchange Programs, Teacher Workshops, *Vocational Education

Identifiers—*Kentucky, Program Evaluation and Review Technique

A staff exchange project designed to provide for an exchange of vocational education teachers and administrators with supervisors and technicians from business and industry is presented in this handbook. A step-by-step plan, for use at State, regional, and local levels, is given for initiating, planning, and implementing an exchange project. Six chapters are presented which parallel the various stages of the project: (1) Rationale and Objectives of Staff Exchange Projects, (2) Initiating and Staffing the Project, (3) The Planning Phase (including a month-by-month breakdown of planning tasks and activities), (4) The Operational Phase, (5) Workshops (pre-exchange and post-exchange), and (6) Evaluation Plans. Approximately one-fourth of the manual is comprised of an appendix which includes planning and operational phase PERT charts, three operating models (with task and activity lists), and a complete project evaluation plan. (BL)

ED 143 849 CE 012 475

Tingey, Lana Mae Thomas

Attitudes Expressed by Montana High School Home Economics Teachers Concerning Career Education.

Pub Date—Aug 77

Note—91p.; Master's Thesis, Montana State University

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Age, *Career Education, Educational Finance, *Home Economics Teachers, Information Sources, School Size, State Surveys, *Teacher Attitudes, Teaching Experience

Identifiers—Future Homemakers of America

The purpose of a study was to determine (1) Montana high school home economics teachers' attitudes toward career education, and (2) if a significant relationship existed between selected variables and these attitudes. A previously tested questionnaire was partially redesigned and mailed to 200 high school home economics teachers in Montana. Respondents (169 or 84.5%) showed positive attitudes toward career preparation in high school, combining school and employment, local funding of career education, career education principles, and incorporating it into subject matter courses. Magazines and journals, Office of Public Instruction, and books were the most popular sources of career education information. There was a relationship between (1) vocational funding and integration of career education, and (2) sources of information and school size. No relationship existed between sources of information and (1) age of respondent and (2) years of experience. And no relationship existed between attitudes toward career preparation in high school and (1) age of respondent, (2) years of experience, (3) school size, (4) F.H.A. chapters, and (5) integration of career education. (Author/BL)

ED 143 850 CE 012 476

Jencks, Christopher And Others

The Effects of Family Background, Test Scores, Personality Traits and Schooling on Economic Success. Volume III. Supplementary Appendices.

Journal Cit—BBB06621BBB13219

Center for the Study of Public Policy, Cambridge, Mass.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Apr 77

Note—944p.; For a related document see CE 012 481. Not available in hard copy due to marginal legibility of the original document

EDRS Price MF-$1.67 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Achievement, Data Analysis, *Data Collection, *Economic Status, Educational Experience, Employment Level, Family Background, Individual Characteristics, National Surveys, *Social Indicators, *Statistical Data, Surveys

This volume contains eleven appendixes, varying from 5 to 165 pages, which describe the sample used in the analysis of ten surveys of American men aged 25-64 to determine the effects of family background, adolescent personality traits, cognitive test scores, and earnings in maturity. The appendixes are (1) 1970 Census 1/1000 Sample; (2) 1962 Survey of Occupational Changes in a Generation; (3) 1966 Productive Americans Survey; (4) 1967-74 Panel Study of Income Dynamics; (5) 1973 NORC Amalgam Survey; (6) 1966 National Longitudinal Survey of Older Men; (7) 1964 Veterans Survey; (8) 1960-1972 Project Talent Longitudinal Survey; (9) 1974 Kalamazoo Brothers Survey; (10) Census Data on Education and Income: 1940-1970; and (11) Project Talent Sibling Sample. Each of the first nine appendixes describes the data collection procedures and restrictions imposed on the sample; describes the survey questions and the variables; discusses the frequencies, means, and standard deviations of these variables; compares these distributions to those in other sample; describes bivariate distributions of key variables; and presents multiple regression equations predicting test scores, education, and economic success. The tenth appendix describes the variables; populations; treatment of missing data; and the distributions and cross tabulations of the variables for three comparison samples. The last appendix briefly covers sample restrictions, means, and standard deviations; and correlations among variables. The eleven appendixes contain 176 tables showing statistical relationships. (EM)

ED 143 853 CE 012 480

Reubens, Beatrice G.

Bridges to Work: International Comparison of Transition Services.

Journal Cit—BBB13219

Columbia Univ., New York, N.Y. Conservation of Human Resources Project.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.
Report No.—DLMA-21-26-73-51
Pub Date—Jul 77
Contract—DL-21-26-73-51; DL-21-36-75-20
Note—330p.
Available from—National Technical Information Service, Springfield, Virginia 22151
EDRS Price MF-$0.83 HC-$18.07 Plus Postage.
Descriptors—Comparative Analysis, Cross Cultural Studies, *Developed Nations, Employment Problems, *Employment Services, Government Role, *Guidance Services, *National Programs, Occupational Guidance, Organization, Public Policy, Secondary School Students, Vocational Adjustment, Vocational Followup, *Youth, Youth Employment
Identifiers—Canada, Europe (West), Japan, *School to Work Transition, United States

Using a cross-country framework which draws on the experience of the developed nations–Western Europe, Canada, the United States, and Japan–this study examines the way countries view the problems of the transition from school to work and the role of the transition services in smoothing the passage. Focus is on the formal and public transition services provided by official agencies at various levels of government which encompass information, guidance, placement, induction, and follow-up of young workers on the job. Stressing the experience of a few countries whose size or programs command attention, the study alludes to others when they have distinctive experience or policies. Greatest emphasis is placed on the problems and services for the age group which enters work after lower or upper secondary education. An introductory chapter outlines the objectives. Chapter 2 presents the basic discussion of the intermediary services of which the transition services are part. In chapter 3 the organizational structure of the transition services is analyzed. Chapters 4 and 5 deal with educational and occupational guidance, and chapter 6 reviews the issues and practice in guidance and counseling. Chapters 7, 8, and 9 are devoted to methods of finding jobs and official job placement efforts. Induction to work and the follow-up of young people in their early jobs are the subjects of chapter 10 while chapter 11 summarizes and discusses policy implications. The full 928-item bibliography is included. (JT)

ED 143 854 CE 012 481

Jencks, Christopher Rainwater, Lee

The Effects of Family Background, Test Scores, Personality Traits and Education on Economic Success.

Journal Cit—BBB06621BBB13219
Center for the Study of Public Policy, Cambridge, Mass.
Spons Agency—Employment and Training Administration (DOL), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Apr 77
Contract—NIE-G-74-0077
Note—883p.; For related document see CE 012 476. Several charts and pages may not reproduce well due to faint type
Available from—National Technical Information Service, Springfield, Virginia 22151
EDRS Price MF-$1.67 HC-$47.55 Plus Postage.
Descriptors—*Academic Achievement, Cognitive Tests, Demography, *Economic Status, *Educational Experience, *Employment Level, *Family Background, Income, *Individual Characteristics, Males, National Surveys, Occupations, Personality, Personality Tests, Racial Differences, Research Methodology, Social Indicators, Social Science Research, Socioeconomic Status, Statistical Analysis, Test Results

Ten surveys of American men aged 25-64 were analyzed to determine the effects of family background, adolescent personality traits, cognitive test scores, and years of schooling on occupational status and earnings in maturity. Some of the findings follow: Data on brothers indicated that prior research has underestimated the effect of family background on earnings. Adolescent test scores indicated that cognitive skills have a substantial effect on occupational status and earnings independent of background. Data on adolescent behavior indicated that personality traits may exert as much impact on economic success as cognitive skills. Controlling background and adolescent test scores indicated that less than half the observed association between years of schooling and earnings is causal. (The last third of this report covers the study's methodology. It examines the measures used regarding economic success, family background, test scores and years of schooling; describes the statistical methods; and pinpoints the reasons for differences between the nine principal samples. An appendix describing the samples used in this study is available as a separate document.) (EM)

ED 143 855 CE 012 484

Curriculum Development in Occupational Exploration.

Journal Cit—BBB09463BBB09807
Tarboro City Schools, N.C.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; North Carolina State Dept. of Public Instruction, Raleigh. Occupational Research Unit.
Pub Date—Jun 77
Note—61p.; Best copy available
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Career Exploration, Classroom Games, *Curriculum Development, Educational Objectives, Instructional Materials, *Junior High Schools, *Material Development, *Occupational Clusters, Program Descriptions, Program Evaluation, Teaching Guides, Vocational Development

A project conducted by Tarboro City Schools (North Carolina) involved the development of an individualized curriculum, suitable for students in grades 7, 8, and 9. Emphasis for the project was on using the most effective components of different approaches from across the State to meet the State's goals for occupational exploration, while providing organized experiences for the student. The project consisted of eight steps: The development of goal statements; the compilation of a list of occupations for each of 15 selected occupational clusters; selection of a sample of occupations which represented favorable employment opportunities and various levels of training and educational requirements; correlation of the developed goal statement with the selected occupations; the development of appropriate learning experiences for each of the occupations; the pilot testing and revision of the developed curriculum; the field testing and revision of the developed curriculum; and the dissemination of the developed curriculum. The project resulted in a curriculum consisting of 144 study units, 47 information board games, and a comprehensive teacher's guide. This report of the project includes a sample study unit, a teacher evaluation form, list of selected occupations, and other curriculum related material. (SH)

ED 143 857 CE 012 491

An Act to Provide Employment and Training Opportunities for Youth, and to Provide for Other Improvements in Employment and Training Programs. Public Law 95-93. 95th Congress.

Congress of the U.S., Washington, D.C.
Pub Date—5 Aug 77
Note—27p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Conservation (Environment), *Demonstration Projects, *Employment Programs, *Federal Legislation, *Federal Programs, Job Development, *Job Training, Labor Legislation, Public Service Occupations, Young Adults, Youth, *Youth Employment
Identifiers—Young Adult Conservation Corps, *Youth Employment and Demonstration Projects Act

Enacted by Congress in August 1977 to provide employment and training opportunities for youth and to provide for other improvements in employment and training programs, this act is cited as the Youth Employment and Demonstration Projects Act of 1977. It has three titles. Title I–Young Adult Conservation Corps–amends the Comprehensive Employment and Training Act of 1973 by adding this title to establish the corps to provide employment and other benefits to youths who would not otherwise be currently productively employed, through a period of service during which they engage in useful conservation work and assist in completing other projects of a public nature on federal and nonfederal public lands and waters. Title II–Youth Employment Demonstration Programs–amends Title II of the Comprehensive Employment and Training Act of 1973 by adding a part C to establish a variety of employment, training, and demonstration programs to explore methods of dealing with structural unemployment problems of the nation's youth. Subparts cover youth incentive entitlement pilot projects, youth community conservation and improvement projects, and youth employment and training programs. Title III contains miscellaneous provisions including transfer of funds and waivers of fund limitations. (JT)

ED 143 858 CE 012 510

Sireno, Peter J.

Competency Identification for Mid-Management Personnel: An Aid to Program Evaluation and Individualized Instruction. Final Report.

Journal Cit—BBB11094
Northeast Missouri State Univ., Kirksville.
Spons Agency—Missouri State Dept. of Education, Jefferson City. Research Coordinating Unit.
Pub Date—1 Jul 77
Note—234p.
EDRS Price MF-$0.83 HC-$12.71 Plus Postage.
Descriptors—Business, Entry Workers, Individualized Instruction, Industry, Inservice Education, *Job Skills, *Managerial Occupations, *Manpower Needs, Occupational Surveys, Post Secondary Education, Preservice Education, Program Planning, Promotion (Occupational), *Supervisors, *Supervisory Activities, *Supervisory Training, Task Analysis, Vocational Education
Identifiers—Missouri

To determine the core competencies essential for entry employment and/or advancement for mid-management (supervisory) positions, data was collected based on the following objectives: identify mid-management job titles within the public and private sectors of the economy whereby occupational entry can be obtained by completing preservice and mid-management vocational programs or inservice mid-management vocational programs; identify the occupational competencies needed by mid-management personnel as determined by the mid-management position incumbents; cluster these occupational competencies; and provide vocational planners with the competencies. Questionnaires were sent to 243 employers and 1,000 employees in sixteen different industries, public and private, in Missouri. Responses (from 40%) represented ten industries. The major conclusions found were these: there are a number of mid-management positions that can be secured by the two-year mid-management graduate, particularly in the manufacturing industry; a definite need exists for the institutions of higher education to play a more active role in providing inservice mid-management programs; there are a set of common core competencies needed by mid-management personnel employed in both the private and public sectors; and the set of core competencies identified in this project can be used as the basis for developing and/or revising inservice mid-management programs and individualized instructional packages. Four major recommendations

were made to vocational program planners. (Author/BM)

ED 143 859 CE 012 521

Dean, Marshall A.

The Paraprofessional in Vocational Education Programs for Disadvantaged and Handicapped Students.

Link Educational Labs., Hope Hull, Ala.

Pub Date—77

Note—32p.

Available from—Link Educational Laboratories, P.O. Box 25, Hope Hull, Alabama 36043 ($3.25)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Disadvantaged Youth, Federal Legislation, *Handicapped Students, *Inservice Programs, *Paraprofessional School Personnel, *Personnel Policy, Personnel Selection, Program Descriptions, Regular Class Placement, Special Education Teachers, Team Training, *Vocational Education, Vocational Education Teachers

Identifiers—*Arkansas

How paraprofessionals in vocational education programs for the disadvantaged and handicapped are being selected, trained, paid, and utilized is the major focus of the study presented in this document. The need for paraprofessional help and the use of the paraprofessional's time in serving handicapped students is discussed first. Then the barriers which prohibit or limit the use of paraprofessionals are presented. Examples of inservice education programs for paraprofessionals in vocational education settings for handicapped and disadvantaged students are included. A discussion of the factors adding impetus to the increased use of paraprofessionals precedes the author's conclusions. Two major conclusions are stated: The paraprofessional is becoming an important member of the teaching staff and will be employed in even greater numbers in the years ahead; and both professionals and paraprofessionals must learn to work together. Finally, based on the finding that training for mainstreaming has been inadequate, the author outlines six features to be included in a new inservice training model designed on a team learning concept. Seven summary statements of the research findings conclude the report. (BM)

ED 143 860 CE 012 530

Career Profiles in Forestry, Conservation, Ecology, Environmental Management.

Forest Service (DOA), Washington, D.C.

Report No.—FS-308

Pub Date—Jan 77

Note—16p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 001-001-00423-5; $0.35, minimum charge of $1.00 for each mail order)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Agricultural Occupations, *Conservation (Environment), *Ecology, Educational Experience, *Employment Opportunities, Environment, *Forestry, Forestry Aides, Forestry Occupations, *Occupational Information, Professional Occupations, Technical Occupations, Wildlife Management

Information on job requirements, educational requirements, and career possibilities for careers in forestry, conservation, ecology, and environmental management are explained in this booklet. A list of other sources of information on these occupations is also provided. (TA)

ED 143 862 CE 012 541

Shortlidge, Richard L., Jr.

The Hypothetical Labor Market Response of Black and White Women to a National Program of Free Day Care Centers.

Journal Cit—BBB13219

Ohio State Univ., Columbus. Center for Human Resource Research.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—Aug 77

Note—24p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Attitudes, *Day Care Services, Demography, Educational Background, *Employment Potential, Family Income, *Labor Force Non Participants, Labor Market, *Mothers, National Programs, National Surveys, Preschool Children, Work Attitudes

Identifiers—National Longitudinal Surveys, United States

Data obtained from the National Longitudinal Surveys of women who were 17 to 27 and 34 to 48 years of age in 1971 were utilized to analyze the potential female labor supply response to a national program of free day care centers. Women who were out of the labor force at the time of the 1971 survey were asked about their willingness to seek employment if free day care centers were available to them. Whether a woman would search for employment if given access to free day care facilities is hypothesized to be a function of (1) her family's composition, (2) her previous labor market behavior and attitudes, (3) her family's earnings, (4) her educational attainment, and (5) her geographic location and the demand for female labor in her locality. The analysis indicates that the availability of free day care centers would draw proportionally more black than white women with children under six into the labor force. For both whites and blacks, the impact would be greatest among those women with a positive orientation toward employment outside the home. (EM)

ED 143 863 CE 012 542

Greenhouse, Carol

The Feasibility of Feasibility Testing: Observations from the Portland WIN Voucher Test.

Journal Cit—BBB13219

Bureau of Social Science Research, Inc., Washington, D.C.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Report No.—BSSR-0508-01

Pub Date—May 77

Contract—51-11-73-02

Note—59p.; Best copy available

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Administrative Problems, Demonstration Programs, *Education Vouchers, *Feasibility Studies, Institutional Research, Job Training, Nondirective Counseling, Program Administration, Program Development, *Program Evaluation, *Research Problems, Staff Role, Trainees, Vocational Education, Welfare Recipients

Identifiers—Oregon, *Oregon (Portland), *Work Incentive Program

This report is a retrospective account of a single research project conducted between 1973 and 1976 which involved a field study of the administrative feasibility of vouchers for skill training in the Work Incentive Program (WIN) in Portland, Oregon. (The program was designed to change relationships among clients, WIN staff, and training vendors, by transferring responsibility for decision making and negotiations for training arrangements from staff to clients–nondirective counseling.) Focus in this report is on how evaluation research or feasibility testing (using the implementation of the WIN voucher system as an example) can be effected by staff noncooperation, problems of intra- and interagency coordination, and other variables (e.g., goal conflict, communication). A sixteen-page concluding section discusses literature concerned with program evaluation and describes elements which might go into a systematic approach to program implementation analysis. Suggestions for ways in which a two-level approach to evaluation research might increase the clarity, comprehensiveness, and sophistication of research results are also included. (SH)

ED 143 864 CE 012 543

Parnes, Herbert S. King, Randy

Middle-Aged Job-Losers.

Employment and Training Administration (DOL), Washington, D.C.

Pub Date—[77]

Note—38p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Career Change, Employment Opportunities, Employment Patterns, *Employment Potential, Employment Problems, Income, *Job Layoff, Longitudinal Studies, *Males, *Middle Aged, National Surveys, *Personal Adjustment, Unemployment, Vocational Adjustment, *Work Environment

A study involving ninety-nine men who had been involuntarily separated from their jobs was done to analyze (1) what happens to a man over forty-five years old when he loses a job after having served with his current employer for at least five years; (2) what are the probabilities of his finding work within a reasonable period of time; (3) how likely is he to become discouraged and retire; (4) if he does find work, how does it compare with the previous job; and (5) what impact does the total experience have on his economic position and physical and mental well-being. Longitudinal data from the 1966 to 1973 National Longitudinal Surveys (NLS) of middle-aged men were used which provided the opportunity to observe men prior to and two years after their job separation and compare them to a matched control group of employees. The present study suggests that while job displacements during middle-age are not common, they occur frequently enough to constitute a social problem. No occupational or educational category of men is immune to this kind of career disruption. The major long-term impact of displacement appears to have been a substantial deterioration in occupational status. In addition to economic losses, the displaced workers suffered from deteriorating health and some sense of alienation. (EM)

ED 143 865 CE 012 557

South Carolina D.E. Teacher-Coordinator Operational Handbook.

Journal Cit—RMQ66000

South Carolina State Dept. of Education, Columbia.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—73

Note—65p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Distributive Education, Distributive Education Teachers, Evaluation, Instructor Coordinators, Measurement Instruments, Post Secondary Education, *Program Administration, *Program Coordination, Program Development, Program Evaluation, Program Guides, *Program Improvement, *Public Relations, Secondary Education, *Teacher Role, Youth Clubs

Identifiers—Distributive Education Clubs of America, South Carolina

Designed to present information and suggestions for developing effective and productive distributive education programs, this handbook is intended as a guideline to aid new and experienced teachers, school administrators, guidance personnel, lay public, and students. The first of seven sections contains an overview of the distributive education teacher/-coordinator roles. These roles include responsibilities in the following areas: Program operations, coordination, Distributive Education Clubs of America (DECA), program improvement, public relations, and evaluation. The remaining six sections explain more fully each of the above mentioned areas by providing suggestions for planning, conducting, reporting, and evaluating the activities involved. The appendixes include a media and methods checklist, suggestions for talks to civic groups, and pointers and rules to follow when publi-

cizing through newspapers or arranging for radio and TV promotion. (BM)

ED 143 866 CE 012 561

Shaltry, Paul Kester, Ralph J.

Coordinator's Training Guide. Research & Development Series No. 119-A. Career Planning Support System.

Journal Cit—BBB06621

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—NE-C-00-3-0079

Note—50p.; For related documents see CE 012 561-563 and CE 012 568-576

Available from—Center for Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (RD 119A, $4.90; 12-item set, RD 119, $80.00)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Administrator Guides, *Administrator Role, Career Education, *Career Planning, Change Strategies, *Guidance Programs, Leaders Guides, Leadership Training, *Management Systems, *Occupational Guidance, Program Administration, Program Design, Program Development, Program Guides, Program Planning, School Community Relationship, Secondary Education, Supervisory Activities, *Systems Development, Vocational Development

Identifiers—Career Planning Support System

One of a set of twelve documents describing the Career Planning Support System (CPSS) and its use, this guide is designed to help the CPSS coordinator become familiar with CPSS and his or her role. (The Career Planning Support System is a comprehensive guidance program management system which (1) provides techniques to improve a high school's career guidance program, (2) focuses on the skills students need to make decisions about and pursue their life goals, and (3) offers the school step-by-step directions in planning, developing, implementing, and evaluating an upgraded career guidance program that is compatible with student career development needs and resources available in the school and community.) The five sections in this guide lead the coordinator through an inspection of CPSS materials and include exercises to explain the purpose and content of the system. The five sections cover CPSS materials, content and perspective of CPSS, the coordinator's role in CPSS, implementing CPSS, and the coordinator's role as a facilitator of change. It is suggested that activities be performed sequentially and within a one-week period. (TA)

ED 143 867 CE 012 562

Lowry, Cheryl Meredith And Others

Coordinator's Handbook. Research & Development Series No. 119-B. Career Planning Support System.

Journal Cit—BBB06621

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—NE-C-00-3-0079

Note—87p.; For related documents see CE 012 561-563 and CE 012 568-576

Available from—Center for Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (RD 119B, $6.25; 12-item set, RD 119, $80.00)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Advisory Committees, Career Education, Career Planning, Committees, Community Resources, *Guidance Programs, Instructional Materials, Leaders Guides, *Management Systems, Material Development, Needs Assessment, *Occupational Guidance, *Program Administration, *Program Development, Program Evaluation, Program Planning, Resource Allocations, School Community Relationship, Secondary Education, Surveys

Identifiers—Career Development Units, *Career Planning Support System

This coordinator's handbook, one of a set of twelve documents describing the Career Planning Support System (CPSS) and its use, is designed as a project management tool and provides step-by-step procedures for planning, leading, and coordinating CPSS activities. (CPSS is a comprehensive guidance program management system which offers the school step-by-step directions in planning, developing, implementing, and evaluating an upgraded career guidance program that is compatible with student career development needs and resources available in the school and community.) Each of the eight chapters in this hand book deals with a major step in the CPSS process. In each chapter, the first part contains background information on the step in addition to information on parallel activities. The second part lists specific steps for planning, organizing, and accomplishing tasks; activities that the coordinator will monitor are included. The chapters are titled Getting Started, (focuses on selecting the steering and advisory committees), Assessing Resources, Assessing Needs: Surveying, Assessing Needs: Tabulation, Selecting Program Goals, Producing CDUs (Career Development Units), Reviewing Your Program Annually, and Reassessing Your Program. A sample trend graph for coordinator use and information on the CPSS Information File are appended. (TA)

ED 143 868 CE 012 563

Camera Ready Masters. B/M-1 Resource Assessment. B/M-2 Surveying. B/M-3 Tabulation. B/M-4 Selecting Program Goals. B/M-5 Producing CDU's. Career Planning Support System.

Journal Cit—BBB06621

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Contract—NE-C-00-3-0079

Note—175p.; For related documents see CE 012 561-563 and CE 012 568-576

Available from—Center for Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (RD 119BM, $7.40; 12-item set, RD 119, $80.00)

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—Career Planning, Community Resources, Educational Resources, Guidance Programs, *Instructional Materials, *Management Systems, *Measurement Instruments, *Occupational Guidance, *Program Administration, Program Development, *Records (Forms)

Identifiers—Career Development Units, Career Planning Support System

This package of camera ready masters is one of a set of twelve documents describing the Career Planning Support System (CPSS) and its use. (CPSS is a comprehensive guidance program management system which (1) provides techniques to improve a high school's career guidance program, (2) focuses on the skills students need to make decisions about and pursue their life goals, and (3) offers the school step-by-step directions in planning, developing, implementing, and evaluating an upgraded career guidance program that is compatible with student career development needs and resources available in the school and community.) Included are masters (questionnaires, instructions, CPSS Program Information File, etc.) needed for the following CPSS activities: Resource Assessment, Surveying, Tabulation, Selecting Program Goals, and Producing Career Development Units (CDUs). The number of copies and time for use is explained in the coordinator's handbook component (CE 012 562) of CPSS. (TA)

ED 143 869 CE 012 568

Shaltry, Paul

Advisory Committee Handbook. Research & Development Series No. 119-C. Career Planning Support System.

Journal Cit—BBB06621

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—NE-C-00-3-0079

Note—15p.; For related documents see CE 012 561-563 and CE 012 568-576

Available from—Center for Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (RD 119C, $1.75; 12-item set, RD 119, $80.00)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Administrator Role, *Advisory Committees, Career Education, Career Planning, *Guidance Programs, Guides, Leaders Guides, *Leadership Responsibility, Management Systems, *Occupational Guidance, Program Administration, Program Design, Program Planning, Secondary Education

Identifiers—Career Development Units, *Career Planning Support System

This handbook for the advisory committee for the Career Planning Support System (CPSS) is one of twelve documents describing CPSS and its use. (CPSS is a comprehensive guidance program management system designed to provide information for local high schools to design, implement, and evaluate an upgraded career guidance program. CPSS describes how existing activities can be brought into an integrated systematic approach for the delivery of career guidance services which would enable teachers, counselors, students, and community members to decide on a specific program to be followed.) This handbook defines the responsibilities and duties of advisory committee members, and provides an overview of CPSS. The role of the advisory committee is discussed in general and in terms of its role during resource assessment activities, during the validation of program goals, and during the review of career development units and the annual program review. A format for evaluating career development units (CDUs) is included in the appendix. (TA)

ED 143 870 CE 012 569

Burkhardt, Carolyn M. And Others

Assessing Resources. A Procedural Guide for the Resource Leader. Research & Development Series No. 119-D. Career Planning Support System.

Journal Cit—BBB06621

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—NE-C-00-3-0079

Note—77p.; For related documents see CE 012 561-563 and CE 012 568-576

Available from—Center for Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (RD 119D, $4.50; 12-item set, RD 119, $80.00)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Career Education, Career Planning, Committees, *Community Resources, *Data Collection, *Educational Resources, *Guidance Programs, Information Needs, Information Sources, Leaders Guides, Management Systems, *Occupational Guidance, Program Development, *Records (Forms), Resource Allocations, Secondary Education

Identifiers—Career Planning Support System

This guide is one of a set of twelve documents describing the Career Planning Support System (CPSS) and its use. (CPSS is a comprehensive guidance program management system designed to pro-

vide information for local high schools to design, implement, and evaluate an upgraded career guidance program. CPSS describes how existing activities can be brought into an integrated systematic approach for the delivery of career guidance services which would enable teachers, counselors, students, and community members to decide on a specific program to be followed.) This guide is intended for the resource leader, for use in directing a task force to collect information on and account for the use of resources in the school and community, resulting in data which is to be used for the development and operation of the career guidance program. The major portion of this guide consists of thirty-nine forms designed to collect the following types of information: (1) current career guidance activities in the high school, its feeder schools, and the state and district, (2) available school and community resources that could be used in career development activities, and (3) a description of the school and community that includes population statistics, occupations in the community, and courses offered in the school. (TA)

ED 143 871 CE 012 570

Amesquita, Marshall And Others

Assessing Needs: Surveying. A Procedural Guide for Team Leaders. Research & Development Series No. 119-E. Career Planning Support System.

Journal Cit—BBB06621

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—NE-C-00-3-0079

Note—19p.; For related documents see CE 012 561-563 and CE 012 568-576

Available from—Center for Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (RD 119E, $1.90; 12-item set, RD 119, $80.00)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Administrator Role, Career Education, Career Planning, Committees, *Data Collection, Graduate Surveys, Guidance Programs, Information Needs, Information Sources, Leaders Guides, Management Systems, *Needs Assessment, *Occupational Guidance, Parent Attitudes, *Questionnaires, Resource Materials, School Surveys, *Surveys

Identifiers—Career Planning Support System

Instruction for faculty/staff members on the needs assessment task force to lead others in preparing, administering, and collecting questionnaires is contained in this guide, one of twelve documents describing the Career Planning Support System (CPSS) and its use. (CPSS is a comprehensive guidance program management system designed to provide information for local high schools to design, implement, and evaluate an upgraded career guidance programs. CPSS describes how existing activities can be brought into an integrated systematic approach for the delivery of career guidance services which would enable teachers, counselors, students, and community members to decide on a specific program to be followed.) This procedural guide is separated into four major sections, each section providing procedural steps to be carried out by one team during surveying. Separate steps are described for student, parent, graduate, and faculty/staff questionnaire teams; some steps involve managerial tasks and others involve team-oriented tasks. (Information gathered on the questionnaires is intended for use in determining the direction of the school's career guidance program.) (TA)

ED 143 872 CE 012 571

Coatney, Richard P. And Others

Assessing Needs: Tabulation. A Procedural Guide for Supervisors. Research & Development Series No. 119-F. Career Planning Support System.

Journal Cit—BBB06621

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—NE-C-00-3-0079

Note—62p.; For related documents see CE 012 561-563 and CE 012 568-576

Available from—Center for Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (RD 119F, $3.80; 12-item set, RD 119, $80.00)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Career Education, Career Planning, Committees, Community Surveys, *Data Processing, *Guidance Programs, *Guidelines, Leaders Guides, Management Systems, *Needs Assessment, *Occupational Guidance, Program Development, School Surveys

Identifiers—Career Planning Support System

This guide, one of a set of twelve documents describing the Career Planning Support System (CPSS) and its use, provides instruction for faculty/staff members (on a needs assessment task force) to lead others in manually tabulating data collected on four questionnaires administered as one of the activities of CPSS. (CPSS is a comprehensive guidance program management system designed to provide information for local high schools to design, implement, and evaluate an upgraded career guidance program. CPSS describes how existing activities can be brought into an integrated systematic approach for the delivery of career guidance services which would enable teachers, counselors, students, and community members to decide on a specific program to be followed.) (This guide will probably not be used if data is analyzed by computer. The computer option is discussed in the procedural guide on assessing needs-surveying.) Procedural sections of this guide provide detailed instructions for accomplishing the following tasks: Transfer questionnaire responses to code sheets; add each column on each code sheet and record sums; transfer sums on each code sheet to summary sheets; total summary sheets; compute percentages and sums of rankings and transfer to nine tables; and record all fill-in statements and comments. It is noted that results of the tabulation are intended for use in setting goals for the school's career guidance program. (TA)

ED 143 873 CE 012 572

Burkhardt, Carolyn M. And Others

Analyzing Methods. A Procedural Guide for the Method Specialist. Research & Development Series No. 119-G. Career Planning Support System.

Journal Cit—BBB06621

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—NE-C-00-3-0079

Note—11p.; For related documents see CE 012 561-563 and CE 012 568-576

Available from—Center for Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (RD 119G, $1.75; 12-item set, RD 119, $80.00)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Career Education, Career Planning, Committees, *Educational Methods, Guidance Personnel, *Guidance Programs, Leaders Guides, Management Systems, Needs Assessment, *Occupational Guidance, *Program Evaluation, Teaching Methods, *Vocational Counseling, *Vocational Development

Identifiers—*Career Development Units, Career Planning Support System

Information in this brief guide, one of a set of twelve documents describing the Career Planning Support System (CPSS) and its use, is directed to the method specialist (a member of the CPSS steering committee) and provides procedures and a list of questions to aid in analyzing career development methods that may be appropriate for use in career development units (CDUs). (CPSS is a comprehensive guidance program management system designed to provide information for local high schools to design, implement, and evaluate an upgraded career guidance program. CPSS describes how existing activities can be brought into an integrated systematic approach for the delivery of career guidance services which would enable teachers, counselors, students, and community members to decide on a specific program to be followed.) It is noted that the method specialist is expected to assist the committee's review and approval of all CDUs, to recommend improvements when appropriate, and to review the CDU evaluation results after they have been implemented. (TA)

ED 143 874 CE 012 573

Adams, Kay A. And Others

Manual for Writing Behavioral Objectives. Research & Development Series No. 119-H. Career Planning Support System.

Journal Cit—BBB06621

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—NE-C-00-3-0079

Note—41p.; For related documents see CE 012 561-563 and CE 012 568-576

Available from—Center for Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (RD 119H, $3.25; 12-item set, RD 119, $80.00)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Affective Objectives, Autoinstructional Aids, Behavior, *Behavioral Objectives, Career Education, Career Planning, Cognitive Objectives, Criterion Referenced Tests, *Guidance Programs, Guides, Inservice Teacher Education, Management Systems, Manuals, *Occupational Guidance, Psychomotor Objectives, Student Behavior, *Technical Writing

Identifiers—Career Planning Support System

Information and exercises on writing behavioral objectives and on deriving them from goal statements is contained in this self-instructional manual, one of twelve documents describing the Career Planning Support System (CPSS) and its use. (CPSS is a comprehensive guidance program management system designed to provide information for local high schools to design, implement, and evaluate an upgraded career guidance program. CPSS describes how existing activities can be brought into an integrated systematic approach for the delivery of career guidance services which would enable teachers, counselors, students, and community members to decide on a specific program to be followed.) Areas discussed in this manual include the following: (1) parts of behavioral objectives (pretest, actors, behavior, conditions, degree of success, posttest), (2) types of behaviors (pretest, cognitive domain, affective domain, psychomotor domain, less and more complex behaviors, posttest), (3) types of behavioral objectives (criterion objectives, enabling objectives, posttest), and (4) deriving criterion and enabling objectives. The appendix contains example behaviors for objectives. Answers are provided to pre- and posttests in the course of the text. (TA)

ED 143 875 CE 012 574

Adams, Kay A. And Others

Writing Behavioral Objectives. A Procedural Guide for the Behavioral Objective Specialist. Research & Development Series No. 119-I. Career Planning Support System.

Journal Cit—BBB06621

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—NE-C-00-3-0079

Note—13p.; For related documents see CE 012 561-563 and CE 012 568-576

Available from—Center for Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (RD 119I, $1.75; 12-item set, RD 119, $80.00)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Activity Units, *Behavioral Objectives, Career Education, Career Planning, *Guidance Programs, *Inservice Teacher Education, Leaders Guides, Management Systems, *Material Development, *Occupational Guidance, Teaching Guides, Teaching Methods

Identifiers—Career Development Units, Career Planning Support System

This guide is one of twelve documents describing the Career Planning Support System (CPSS) and its use. (CPSS is a comprehensive guidance program management system designed to provide information for local high schools to design, implement, and evaluate an upgraded career guidance program. CPSS describes how existing activities can be brought into an integrated systematic approach for the delivery of career guidance services, which would enable teachers, counselors, students, and community members to decide on a specific program to be followed.) This guide provides procedures for teaching instructors about behavioral objectives and their function in the construction of career development units (CDUs). The behavioral objective specialist's role in relation to CDU instructors is also delineated. The appendix, comprising the major portion of this guide, specifically deals with behavioral objective development through brainstorming. (TA)

ED 143 876 CE 012 575

Burkhardt, Carolyn M. And Others

Producing CDUs. A Procedural Guide for CDU Instructors. Research & Development Series No. 119-J. Career Planning Support System.

Journal Cit—BBB06621

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—NE-C-00-3-0079

Note—20p.; For related documents see CE 012 561-563 and CE 012 568-576

Available from—Center for Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (RD 119J, $1.90; 12-item set, RD 119, $80.00)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Activity Units, Behavioral Objectives, Career Education, Career Planning, Curriculum Development, Guidance Personnel, Guidance Programs, Guides, Management Systems, *Material Development, *Occupational Guidance, Secondary Education, Teacher Developed Materials, Teaching Guides

Identifiers—*Career Development Units, Career Planning Support System

This document is one of twelve describing the Career Planning Support System (CPSS) and its use. (CPSS is a comprehensive guidance program management system designed to provide information for local high schools to design, implement, and evaluate an upgraded career guidance program. CPSS describes how existing activities can be brought into an integrated systematic approach for the delivery of career guidance services which would enable teachers, counselors, students, and community members to decide on a specific program to be followed.) This document, directed at career development instructors, focuses on how to produce career development units (CDUs), defined as a teaching and/or counseling activity designed and written to establish methods for helping students achieve the behavioral objective for all or part of a given goal.) Procedures are detailed for the CDU format and evaluation. Appendixes contain additional information on behavioral objectives, a sample CDU (which outlines goal, objectives, instructors, infusion points, participants, schedule, methods, resources, and evaluation), and instructions for completing CDU evaluation forms. (TA)

ED 143 877 CE 012 576

Lowry, Cheryl Meredith And Others

Audiovisual Scripts for CPSS. Research & Development Series No. 119-K. Career Planning Support System.

Journal Cit—BBB06621

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—NE-C-00-3-0079

Note—26p.; For related documents see CE 012 561-563 and CE 012 568-576

Available from—Center for Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (four filmstrip/cassette tapes with scripts, RD 119K, $15.00; 12-item set, RD 119, $80.00)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Behavioral Objectives, Career Planning, Filmstrips, *Guidance Programs, *Management Systems, *Occupational Guidance, Program Descriptions, Program Development, *Scripts, Secondary Education

Identifiers—Career Development Units, Career Planning Support System

Transcripts for each of four audiovisual presentations, components of the Career Planning Support System (CPSS), are contained in this package. (CPSS is a comprehensive guidance program management system designed to provide information for local high schools to design, implement, and evaluate an upgraded career guidance program. CPSS describes how existing activities can be brought into an integrated systematic approach for the delivery of career guidance services which would enable teachers, counselors, students, and community members to decide on a specific program to be followed.) Titles of the transcripts and corresponding audiovisual presentations (filmstrips/cassette tapes) are (1) "An Orientation to CPSS," designed to orient interested persons or special groups to CPSS; (2) "Shaping Program Goals," an overview of how the needs and resource assessments lead to goals for a school; (3) "Behavioral Objectives," an instructional audiovisual on objectives, to be used in conjunction with the behavioral objectives manual (CE 012 573) and also designed for use as a general guide to writing behavioral objectives, and (4) "Producing CDUs," an overview of the career development unit (CDU) process, intended for the CPSS steering committee and for the persons who will write CDUs. (TA)

ED 143 878 CE 012 597

Kane, Roslyn D. And Others

A Model to Retrain Women Teachers and Skilled Women as Teachers in Non-Traditional Vocational Programs. Final Report.

Journal Cit—BBB14906

RJ Associates, Inc., Arlington, Va.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Vocational Education Research Branch.

Pub Date—Jun 77

Contract—300-76-364

Note—148p.; Best copy available

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Agricultural Education, Cooperative Education, *Females, Industrial Arts, *Models, *Program Design, Program Planning, Sex Stereotypes, Skilled Occupations, Skilled Workers, Teacher Characteristics, *Teacher Education, Teacher Qualifications, Teacher Supply and Demand, Technical Education, Technical Occupations, Trade and Industrial Education, *Vocational Education Teachers, *Vocational Retraining, Women Teachers

Identifiers—Nontraditional Programs

Intended for use by vocational teacher educators, state administrators seeking to expand teacher education opportunities, and local school administrators who wish to employ women teachers in a broader range of programs, the model presented here is designed to facilitate the retraining of women teachers and skilled women to teach in nontraditional secondary vocational education programs. Focus is on the feasibility of retraining programs, identification of alternative approaches to meeting teacher qualifications, and constraints teacher educators and school administrators are likely to encounter. Section 1 presents rationale including discussion of the oversupply of teachers, demand for vocational teachers, underrepresentation of women in male-intensive skilled occupations, and elimination of sex stereotyping and sex bias. The model itself is presented in section 2 under headings of certification requirements, characteristics of the women, and time required to attain skills levels and operate the retraining model. Program design is outlined for five types of programs: trade and industrial education, technical education, agriculture, cooperative education, and industrial arts. Section 3, a handbook with guidelines for implementation, it covers issues in planning (e.g., needs assessment, funding sources, and evaluation plan) as well as techniques and programs responding to special needs (e.g., selection of applicants for pilot program, counseling and support program, training seminars for project team, and placement system). (JT)

ED 143 879 CE 012 660

Enoch, Lloyd W.

A Follow-Up of Former Vocational Students from the Roanoke City Public Schools 1975-76. Final Report.

Journal Cit—BBB09463

Roanoke City Public Schools, Va. Dept. of Vocational and Adult Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—31 May 77

Note—45p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Educational Assessment, Employee Attitudes, *Employer Attitudes, Employer Employee Relationship, Followup Studies, Graduate Surveys, *High School Graduates, Post Secondary Education, *Program Attitudes, Program Content, *Program Effectiveness, Program Evaluation, Relevance (Education), Secondary Education, Summative Evaluation, *Vocational Education, *Vocational Followup

Identifiers—Virginia, *Virginia (Roanoke)

In a follow-up study of secondary school students who completed vocational education programs in the Roanoke City Public Schools during the 1975-76 school year, students and their employers were asked to rate the effectiveness of the vocational instructional programs in relation to twelve aspects of employment. Questionnaires were sent to 381 students and 59 employers; 51% of the students and 68% of the employers responded. Findings were that 59% of the students employed were full-time employees in fields directly related to their secondary studies, and 70% of the students rated the voca-

tional education instructional program above average. A highlight of the findings was that 31% of the vocational education graduates were now enrolled full time (6% part-time) in postsecondary programs, with 59% of them enrolled in programs directly related to their secondary vocational education studies. Seventy-seven percent of the employers rated the vocational education instructional program above average. A long-range (five-year) study is recommended using the present study as a basic building block. (Author/BL)

ED 143 880 CE 012 661

Ressler, Ralph

Alternatives to Contemporary Exploratory Programs. Final Report.

Journal Cit—BBB09463

Virginia Polytechnic Inst. and State Univ., Blacksburg.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Mar 77

Note—33p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Career Education, *Career Exploration, Demonstration Projects, Educational Practice, Intermediate Grades, Junior High Schools, Middle Schools, National Surveys, *Policy Formation, Program Development, Program Effectiveness, Program Evaluation, *Program Planning, Staff Role, State Departments of Education, State Programs, State Surveys, *Statewide Planning, Statistical Data, *Vocational Education

Identifiers—*Virginia

The goal of a project was to survey the vocational divisions of state departments of education across the nation in order to provide the vocational division of Virginia with information upon which to base decisions concerning the development of its vocational exploratory program. A search of the literature was done and an ERIC search completed. Using Project Baseline, "sister" states were identified. All states were contacted and several were visited to uncover such information. Based upon those states actively involved in developing a continuum of occupational education from orientation through postsecondary vocational education, recommendations were that (1) a policy/philosophy statement be generated; (2) a staff function/position bear responsibility for the exploratory program; (3) the exploratory program be developed in phases; (4) eventually, a fundable, exploratory package be developed, articulated to "Careers and You" as well as to preparatory vocational courses; and (5) that an evaluation plan be put into effect to measure progress and results of the orientation and exploratory program. Ten pages of comparative tables and charts are appended, as well as sample telephone forms used in requesting information from state supervisors, service area directors, and state accreditation officers. (Author/BL)

ED 143 881 CE 012 706

Maintenance and Development of the California Manpower Management Information System. Final Report.

Journal Cit—BBB09463

Ventura County Superintendent of Schools, Calif.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Note—53p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Administrative Personnel, Adult Education, Decision Making, *Employment Statistics, *Information Dissemination, Information Utilization, Instructional Aids, Instructional Materials, Instructional Media, Labor Force, *Management Information Systems, Manpower Development, *Manpower Needs, Manpower Utilization, Resource Materials, State Programs, *Systems Development, *Vocational Education

Identifiers—California

The California Manpower Management Information System (CMMIS) Project reported here was done to provide a means of coordinating manpower supply and demand information with pertinent demographic information which will enable state, regional, and local agencies to fulfill various legislative mandates and legal responsibilities. This report covers the products and services completed during project year 1975-1976 and made available to state, regional, and local practitioners. The following thirteen CMMIS products and services are each briefly described as to their content and purpose, development, and dissemination: Guide for Understanding CMMIS; Socio-Economic Factors Reports: Fresno and San Diego; Public Education Supply Data System (PESDS) Draft Process Manual; PESDS Draft Programs and Flow Charts; Program/Course Inventory; Cross-Code Index; Program Monitoring System: Matrix; Local Employer Training Programs Supply Feasibility Study; Training Packages; Delphi Study; Table A Supply/Demand Summary for 1975-1976 California State Plan For Vocational Education; Multi-Media Displays; and Promotional Materials. Also, a facsimile of each product's cover precedes its description and five exhibits (maps, tables, and diagrams) which emphasize the descriptive content are included. An addendum includes a five-page project calendar which summarizes the products and activities of meetings and workshops that were held. (EM)

ED 143 882 CE 012 727

Borhani, Rahim

Vocational Education Research Summaries in Colleges and Universities of Kansas 1969-1975.

Kansas State Dept. of Education, Topeka. Div. of Vocational Education.

Pub Date—76

Note—455p.

EDRS Price MF-$0.83 HC-$24.77 Plus Postage.

Descriptors—*Abstracts, *Doctoral Theses, *Educational Research, Higher Education, *Masters Theses, Reports, Research Reviews (Publications), Research Utilization, State Colleges, State Universities, *Vocational Education

Identifiers—*Kansas

Summaries are presented in this book of dissertations, master theses, and master reports relating directly or indirectly to vocational education which were conducted by faculty and graduate students in the universities and colleges of Kansas between 1969 and 1975. The objectives in presenting these summaries are noted: (1) to encourage new research and development without duplication of past research, (2) to assist persons in updating certain studies, and (3) to provide topic ideas to be researched for dissertations, theses, etc. Two hundred and twenty studies are presented and are listed alphabetically by the author's name under the university or college where the research was conducted. A subject index is appended. (BL)

ED 143 883 CE 012 759

Axelrod, Valija And Others

Career Resource Centers.

Journal Cit—BBB00223BBB14849RMQ66000

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Eastern Upper Peninsula Intermediate School District, Sault Sainte Marie, Mich.; Michigan State Dept. of Education, Lansing.; Office of Education (DHEW), Washington, D.C.

Pub Date—Aug 77

Note—125p.

Available from—Center for Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Career Education, Educational Administration, Educational Facilities, Facility Guidelines, *Facility Planning, Federal Legislation, Information Centers, Instructional Materials Centers, *Occupational Guidance, Program Development, Program Evaluation, *Program Planning, *Resource Centers, Resource Guides, *Resource Materials, Resources, Staff Utilization

Developed as a guide for educational planners interested in expanding their career guidance and career education delivery system, this handbook suggests general plans, procedures, staffing patterns, activities, and resources in eight chapters. Chapter 1 provides a broad perspective on the rationale for career resource centers. Chapter 2 covers various tasks related to early planning efforts. General guidelines for physical facilities, effective space management, and display plans are presented in chapter 3. Chapter 4 is devoted to staffing considerations. Chapter 5 provides procedures to assist in career information materials acquisition and selection. Chapter 6 promotes the importance of effective public relations. Chapter 7 describes feasible programs, services, and activities designed to promote career resource center utilization. Chapter 8 presents the importance of evaluation for the continued improvement of operating career resources centers and includes practical suggestions for process and outcome evaluations. Appendixes include the following: Overview of Federal legislation, proposal for developing a career resource center, selected sources of career information, ERIC clearinghouses, selected career resources on a limited budget, computer-assisted guidance, and a bibliography on designing a career resource center. In addition, 37 exhibits are included throughout the handbook. (TA)

ED 143 884 CE 012 774

Seminar/Workshops on Women in the World of Work. U.S. Office of Education Regions III, IV and V. Final Report.

Journal Cit—BBB06705BBB14908

Technical Education Research Center, Washington, D.C.

Spons Agency—Delaware State Dept. of Public Instruction, Dover. Div. of Vocational Education.; National Center for Improvement of Educational Systems (DHEW/OE), Washington, D. C.

Pub Date—Jun 73

Note—209p.

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Descriptors—*Affirmative Action, Educational Discrimination, Educational Opportunities, Educational Policy, Employment Opportunities, Employment Patterns, *Employment Practices, *Employment Problems, Equal Opportunities (Jobs), *Females, *Labor Force, Labor Legislation, Political Influences, Sex Discrimination, Socioeconomic Influences, Speeches, Vocational Development, Womens Education, *Working Women

A final report on the regional seminar/workshops on women in the world of work conducted for selected leaders in vocational education and industry, this document contains the following information: a discussion of the current political, social, and economic patterns affecting vocational and career education; policies and procedures recommended by workshop participants to correct discrimination against women in education and employment; and the assessment of the success and impact of the seminar/workshops based on a follow-up survey of the participants. The appendixes include the follow-up questionnaire and results, lists of the general and local planning committees, the agenda, and the participants list. Also included in the appendix and comprising a major portion of the document are the speeches delivered by the seminar workshops by educators, lawyers, and government officials. The speeches are concerned with these topics: the composition of the nation's labor force; the laws and regulations affecting the education and employment of women; problems associated with the education and employment of women; the implication of issues emerging from the women's rights movement; career education concepts associated with women in the world of work; and the desirability of equal

education and employment opportunities. (BM)

ED 143 886 CE 012 864

Blank, Martin J. And Others

Vocational Education on the Navajo Reservation: Present Status and Future Directions.

Journal Cit—BBB09463

RJ Associates, Inc., Arlington, Va.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Dec 76

Note—210p.

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Descriptors—Decision Making, *Educational Finance, Educational Legislation, *Educational Problems, Employment Opportunities, *Federal Legislation, Federal Programs, Labor Market, Labor Supply, Manpower Needs, Post Secondary Education, Secondary Education, *State Federal Aid, Unemployment, *Vocational Education

Identifiers—Arizona, *Navajos, New Mexico

Vocational education services provided to Navajo people are examined in this study. Three major purposes are presented: to develop a complete picture of vocational education programs offered to Navajos, and determine whether funds are allocated in an equitable manner; to identify where critical decisions concerning vocational education programs are made; and to analyze existing vocational education services in relation to job opportunities presently available. Chapter I provides an overview of the problems of the Navajo Nation. Chapter II describes the Federal Vocational Education Act of 1963 and emphasizes funding allocation criteria. Chapter III examines federal and state funding to secondary level vocational education in Arizona and New Mexico, and chapter IV describes vocational education funding and decision making in the postsecondary institutions on or near the reservation. Chapter V deals with CETA (Comprehensive Employment and Training Act) funds for the Navajo people. Chapter VI examines vocational education in the Bureau of Indian Affairs; chapter VII analyzes Navajo vocational education programs versus labor market needs; chapter VIII describes in detail provisions regarding Indians in recently passed vocational education legislation; and chapter IX summarizes the findings of the study and makes specific recommendations to each of the key agencies (federal, state, local, and tribal). (BL)

ED 143 887 CE 012 962

Career Preparation Programs for Potential Agribusinessmen, Agricultural Agency Employees, and Agricultural Instructors. Final Report. July 1, 1976-June 30, 1977.

Journal Cit—NZS00000RMQ66000

Mississippi State Univ., State College. Dept. of Agricultural Education.

Spons Agency—Mississippi; Office of Education (DHEW), Washington, D.C.

Pub Date—30 Jun 77

Contract—V-D-77-SB-3

Note—119p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Agribusiness, *Agricultural Education, Agricultural Production, Career Planning, Curriculum, *Curriculum Development, Inservice Teacher Education, Program Descriptions, Program Development, Program Effectiveness, Program Validation, Secondary Education, *Specialization, *Teacher Improvement, *Vocational Development

Identifiers—Mississippi

The purpose of the project was to develop innovative agricultural education programs within the comprehensive high school setting in selected school districts in the state of Mississippi, with the project's second year (described here) focusing on continuing existing specialized career preparation program in agriculture and continuing to orient teachers toward the following: techniques necessary to successfully plan, develop, implement, and evaluate innovative agricultural career preparation programs which would provide preprofessional preparation; the ability to secure and use technical subject matter, knowledge, and skills necessary for the operation of programs; supervisory, educational, and technical assistance so that the products of the program will have developed skills necessary for entry-level employment or for further career preparation. The project resulted in the establishment of specialized career preparation programs in agriculture in the local schools and stimulated the redirection of programs in the state. The major portion of this document (100 pages) is comprised of appendixes which include (1) detailed outlines for instruction in beef cattle, sheep, and swine and a general sketch of a separate laboratory building for instructional programs in livestock production, (2) sample units of instruction in agricultural supplies and services and a sample individual learning package, (3) outlines of instructional content in seven specialized courses, (4) agendas for teacher workshops, and (5) findings of the third party evaluators. (SH)

ED 143 888 CE 012 975

Shoemaker, Byrl R. Parks, Darrell L., Ed.

An Instructional System Design for Vocational Education.

Journal Cit—RMQ66000RUF67055

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date—Jun 76

Note—108p.; Charts may be marginally legible due to small print of the orignial document

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Behavioral Objectives, Course Content, *Curriculum Development, *Evaluation Methods, Guides, *Instructional Design, *Instructional Systems, Models, Program Development, Program Evaluation, Scheduling, Student Evaluation, *Systems Approach, *Vocational Education

This publication presents an instructional system design (ISD) which is a systematic procedure for assuring the application of planning and organization to vocational programs. The resulting instructional system, according to the author, is an integrated combination of resources, students, instructors, materials, equipment, techniques, and procedures performing effectively and efficiently the functions required to achieve specified learning objectives. This presentation of the ISD breaks the design down into sequential steps grouped into separate chapters titled as follows: Philosophy and Standard Characteristics of Vocational Education, a Foundation for Curriculum Development; Concepts and Practices in Vocational Curriculum Development; Using Surveys and Analyses as a Basis for the Development of a Course Outline; Instructional Objectives; Determining Instructional Program Strategies; Scope and Sequence of Tasks; Grouping and Scheduling for the Instructional Program; Determining the Related Instructional Content; Determining Evaluation Strategies; and Outline of Procedure for the Development of a Course of Study. Each chapter includes definitions of related terms and specific strategies/suggestions for the topical area. Summaries, flow charts, and references are also included in some chapters. A glossary of curriculum terms is appended. (SH)

ED 145 075 CE 011 241

Entry of Young People into Working Life. General Report.

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date—77

Note—113p.

Available from—Director of Information, Organisation for Economic Cooperation and Development, 2, rue Andre-Pascal, 75775, Paris Cedex 16, France (ISBN 92-64-11641-9, $6.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Attitudes, Developed Nations, *Education, Educational Responsibility, Employment Patterns, Employment Potential, Employment Practices, *Employment Problems, *Employment Programs, Employment Services, Foreign Countries, Government Role, Job Application, Job Training, National Programs, Public Policy, Unemployed, *Unemployment, *Youth, *Youth Employment

Identifiers—United States

This booklet examines the problems encountered by youth while making the school-to-work transition and analyzes the measures undertaken in the Organization for Economic Co-operation and Development (OECD) member countries to deal with youth unemployment. Part I in an analysis of young people's difficulties in entering the working life describes the way in which the expansion of the education system has affected employment opportunities; examines available training options; discusses the search for a first job, including the links between school and work, and available guidance and information services; examines attitudes within the educational system and among employers; and concludes with proposals designed to reduce the imbalances which cause the problems. Part II examines youth unemployment in the wider context of employment in general and the effects of general measures taken against unemployment on young people. It analyzes fifteen measures taken against youth unemployment by OECD member countries which constitute six major approaches as follows: (1) providing employment at a regular workplace, (2) training for employment, (3) temporary reductions in the youth labor force, (4) job creation, (5) programs for disadvantaged youth, and (6) unemployment payments. Part III briefly discusses the problem of converging these short-term measures taken against youth unemployment and longer-term policies required by the structural situation. (EM)

ED 145 077 CE 011 330

Sie, Maureen A. And Others

Multi-Disciplinary Consumer Education Curriculum.

Pub Date—Apr 77

Note—28p.; Paper presented at the American Educational Research Association Annual Conference (New York, New York, April 1977); Part of Appendix A may reproduce poorly

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Classroom Research, *Consumer Education, Curriculum Design, *Curriculum Development, Effective Teaching, *Interdisciplinary Approach, Program Development, Secondary Education, Secondary School Students, Secondary School Teachers, *Student Behavior, *Student Teacher Relationship, Teacher Behavior, *Teaching Styles

Two activities are described in this report, both of which focus on the multi-disciplinary approach in the development of a consumer education curriculum for high school students. The first activity, which demonstrated the feasibility of a multi-disciplinary approach using local school personnel and resources and university faculty in curriculum development, is a study which developed a set of tested, validated prototype consumer education materials in five steps (each of which is described): operational definition of consumer education, identification of broad areas of competencies, development of specific performance objectives under each broad area of competency, selection and writing of appropriate instructional materials and teaching strategies, and the construction of objective-referenced tests for the measurement of pupil achievement. The second activity described in this report is phase one (of two phases) of Project PACT (funded by the Michigan Department of Education), which focused on how secondary students were affected

by teaching performance and teaching context (classroom learning environment/process and student teacher relationships) when teachers taught towards selected consumer education objectives using processes and materials of their own choice rather than systematically designed instructional materials. It is concluded that the success of a consumer education program lies in the training of high school teachers in implementing such a program using an interdisciplinary approach with input from various disciplines as well as educators, teachers, and students. (SH)

ED 145 079 CE 011 715

Yates, Juanita, Ed.

"Catch-Up." Proceedings of the Annual Consumer Education "Catch-Up" Conference (2nd, Washington, D.C., November 11-12, 1976).

Office of Consumer Affairs, Washington, D.C.Office of Education (DHEW), Washington, D.C.

Pub Date—May 77

Note—72p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Conference Reports, *Consumer Economics, *Consumer Education, *Consumer Protection, Economically Disadvantaged, Instructional Materials, Instructional Media, *Resource Materials

This booklet summarizes a conference on consumer education which was held for educators, community leaders, program administrators, consumer advocates, and journalists to introduce the principal issues facing consumers and to explore effective program designs and teaching methods and materials. Following a brief executive summary of the conference and a program agenda, the workshops and speeches for each of the two days are briefly summarized. Titles are Comprehensive Consumer Education-Concepts, Techniques and Challenges; Consumer Bulletins-Summary of Major Concerns; Starting Consumer Education in the Classroom; Consumer Education on a Low Budget for the Low Income; Low Income Consumer Counseling; How to Get Federal Materials to Consumer Educators; Consumer Education Teaching Techniques and Materials; Delivering Consumer Education to Minorities; Conducting Consumer Education from State/Local Offices; What Consumer Complaints Mean to Consumer Educators; Educating for Consumer Representation; Consumer Education and Protection; Food and Nutrition Education for Consumer Educators; The Question of Utilities/Energy Conservation for Consumer Educators; Credit and Banking Issues for Consumer Educators; Evaluation of Consumer Services for Consumer Educators; and Potential Resources for Consumer Educators. Concluding this booklet is a conference evaluation consisting of the questionnaire which was distributed to the participants and a summary of the responses. A list of the conference participants is appended. (EM)

ED 145 080 CE 011 722

The Full Employment and Balanced Growth Act of 1977; Authorization of Appropriations for CETA, and the President's Economic Stimulus Proposals; Hearings before the Subcommittee on Employment Opportunities of the Committee on Education and Labor, House of Representatives, Ninety-Fifth Congress, First Session on H.R. 50, the Full Employment and Balanced Growth Act of 1977; ...Volume 2.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date—Mar 77

Note—224p.; For a related document see ED 142 721; Not available in hard copy due to small type of original

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Economic Factors, Employment Problems, *Employment Programs, Employment Services, Federal Legislation, *Federal Programs, Financial Support, *Job Development, *Job Training, Manpower Development, Manpower Utilization, Unemployed, *Unemployment

Identifiers—Comprehensive Employment and Training Act, Full Employment and Balanced Growth Act 1977, United States

These hearings focus on various measures submitted by President Carter and Congress to reduce unemployment, including an extension of the Comprehensive Employment and Training Act (CETA), the Full Employment and Balanced Growth Act of 1977, and the President's economic stimulus proposals. Some of the primary testimony presented regarding the need to extend CETA and to implement the President's economic stimulus proposals are by Ray Marshall, Secretary of Labor and Ernest G. Green, Assistant Secretary of Labor for Employment and Training. Numerous letters, prepared statements, and supplementary materials relating to the proposed unemployment measures are included. (EM)

ED 145 086 CE 011 940

Stevenson, William W.

A Review of Management by Objectives with Suggested Areas of Research.

Pub Date—7 Dec 74

Note—9p.; Paper presented at the National Association of Industrial and Technical Teacher Educators Doctoral Student Seminar, American Vocational Association Convention (December 7, 1974)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Administrative Organization, Employer Employee Relationship, *Management by Objectives, Management Systems, Performance Contracts, *Research Needs, *Systems Development, Task Performance

Management by Objectives (MBO), a management system, is a vehicle to organize an agency or institution to enable it to more effectively carry out its plan. The system involves the following steps: (1) formulation of the mission statement (designation of the agency's basic purpose) and development and acceptance of the organization's long-range goals; (2) establishment of the organization's annual objectives (short measureable statements of results to be achieved which tell what is to be done and when); (3) determination of individual job functions and objectives; (4) operation of the system; and (5) performance review consisting of monthly reviews outlining problem areas, and face-to-face formal quarterly reviews of the extent to which organizational and individual objectives have been accomplished. (This paper identifies the research done on the MBO system and suggests sixteen areas for further research.) (EM)

ED 145 087 CE 012 010

Hoerner, James L., Ed.

Challenges of the Future in Postsecondary Occupational Education. Fourth Conference on New Horizons in Community College Occupational-Technical Education (4th, Blacksburg, Virginia, October 31, November 1-2, 1976).

Journal Cit—BBB11069YUB91415

Virginia Polytechnic Inst. and State Univ., Blacksburg. Dept. of Education.

Spons Agency—Virginia State Advisory Council on Vocational Education, Blacksburg.; Virginia State Dept. of Community Colleges, Richmond.

Pub Date—Apr 77

Note—115p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Adult Vocational Education, *Community Colleges, Conference Reports, Demonstration Programs, Educational Administration, *Educational Change, Educational Improvement, *Educational Innovation, Higher Education, Instructional Innovation, Instructional Staff, Post Secondary Education, Speeches, Staff Improvement, *Technical Education, *Technical Institutes, Technological Advancement, Trend Analysis, *Vocational Education

Approximately 135 instructors, counselors, division directors, deans, presidents, university personnel, and graduate students from ten states participated in a fourth annual conference on New Horizons in Community College Occupational-Technical Education reported in this document. The general purpose of the conference was to examine current views and issues regarding occupational-technical programs with special emphasis on community colleges and postsecondary technical institutes. Four formal addresses were given by speakers selected for their expertise in their respective fields and for their research and leadership in professional organizations. These presentations are included in this report and are as follows: "New Directions for Postsecondary Education" by Ervin L. Harlacher; "A Humanistic Model of Educational Management for Postsecondary Education-Project USHER" by William D. Hitt; "Staffing for the Instructional Revolution" by Lou Bender; and "Where Do We Go from Here" by Joseph P. Cosand. Also included are the questions and answers exchanged in discussion groups. (BM)

ED 145 088 CE 012 016

Program of Studies for Business and Office Education.

Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

Pub Date—Mar 77

Note—30p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Accounting, *Business Education, Cooperative Education, *Course Content, *Course Descriptions, Curriculum Guides, Data Processing, Entry Workers, Job Skills, *Occupational Clusters, Office Machines, Office Management, *Office Occupations Education, Office Practice, Recordkeeping, Reprography, Secondary Education, Simulation, Skill Development, Stenography, Typewriting

Designed as a model for use in preparing business education programs of study, this guide presents occupational programs and single course offerings recommended to meet business student and community needs. The programs are job-cluster oriented and cover the following occupational areas: business data processing and related occupations; clerical accounting and related occupations; office reprographics occupations; office services; secretarial, stenographic, and related occupations; and typewriting and related occupations. A program outline is presented for each cluster and contains a description of the program, program goals, employment opportunities, a suggested sequence of course offerings, and descriptions of the specific courses to be taught in each program. In addition to the clusters, descriptions of a Cooperative Office Education (COE) course and an office simulation course are also presented, as well as descriptions of single course offerings appropriate as basic business knowledge or as supplementary office and business education courses. (BL)

ED 145 089 CE 012 050

Meehan, Merrill L.

Developing Short- and Long-Range Vocational Education Administrative Plans. A Self-Instructional Module. Revised Edition.

Journal Cit—BBB12921

Pittsburgh Univ., Pa. School of Education.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.

Pub Date—Jun 77

Note—80p.; Two cartoons have been removed because of copyright

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Administrative Personnel, *Administrative Principles, *Administrator Education, Autoinstructional Aids, Behavioral Objectives, Course Objectives, Criterion Referenced Tests,

Educational Administration, *Educational Planning, Evaluation, Learning Modules, Measurement Instruments, Performance Based Teacher Education, *Program Planning, Vocational Directors, *Vocational Education

Identifiers—Pennsylvania

Developed for use in short-range and long-range vocational planning, this competency-based self-instructional module for administrators has two general objectives: develop an original vocational administrative plan for a simulated area vocational technical school and submit the plan for approval (evaluation). The module is designed in the following format: preassessment self-check instruments; general objectives and the terminal and enabling objectives for each followed by corresponding learning activities; self-evaluation checklist; final evaluation and feedback (sample answers and feedback sheet); a list of the module resources; and a simulation data kit for use in completing assignments. (BM)

ED 145 090 CE 012 053

Gayman, Lloyd, Ed.

Vocational Needs Assessment--North Platte Public Schools, 1977

North Platte Public Schools, Nebr.

Pub Date—Apr 77

Note—256p.

EDRS Price MF-$0.83 HC-$14.05 Plus Postage.

Descriptors—City Demography, Community Resources, Community Surveys, Data Analysis, *Educational Needs, Educational Planning, Educational Programs, *Educational Resources, Employment Programs, Facility Inventory, Financial Needs, Graduate Surveys, Job Market, Labor Market, *Manpower Needs, National Demography, National Programs, National Surveys, *Needs Assessment, Occupational Surveys, Professional Personnel, School Demography, School Districts, School Surveys, Secondary Education, *Student Needs, *Vocational Education, Vocational Followup

Identifiers--Nebraska, *Nebraska (North Platte), North Platte Public Schools NE

Developed to provide an information base for vocational education decision makers, this needs assessment for North Platte, Nebraska, schools is reported in four major sections: job market analysis, existing programs analysis, population analysis, and resources analysis. The job market analysis contains national market data on both current and possible programs, Nebraska market data on current and possible programs, an interpretation of the state and national market data, North Platte market data, and a discussion of occupations not included in the study. The existing programs analysis includes past and present program information, information on programs in other schools in Nebraska, and data gathered from the student survey and the graduate follow-up survey. The population analysis includes information about the general population; a student population analysis, other student data, and an analysis of recent graduates. The last section, resources analysis, includes the physical facilities inventory, professional staff inventory, financial resources inventory, and community resources survey. (BM)

ED 145 091 CE 012 117

Handbook of Discovery Activities for Consumer and Homemaking.

Journal Cit—JIM34744

Southern Illinois Univ., Carbondale.

Spons Agency—Illinois State Office of Education, Springfield.

Pub Date—Mar 77

Note—104p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Consumer Education, Debate, Demonstrations (Educational), *Discovery Processes, Drama, Field Trips, *Homemaking Education, Inquiry Training, *Learning Activities, Manuals, Multimedia Instruction, Teaching Guides, *Teaching Techniques

Based on the philosophy that students retain most when they are actively involved in learning experiences, this handbook is designed as an idea source for teachers of consumer homemaking or consumer education classes. The suggestions and ideas are presented in six sections, one for each of six instructional approaches: (1) field trips, (2) resource persons, (3) inquiry, (4) demonstration/dramatization, (5) debate, and (6) exposition through multi-media. General procedures for successful implementation of the approach are given, followed by a list of possible activities or situations in which it could be used. The length and nature of the six lists are as follows: forty-eight places for field trips, each followed by notes on things to learn about; sixty-five types of resource people, with notes on things for each to talk about; notes on forty-one inquiry lessons (what students might do with specific objects), suggestions for twenty-two demonstrations and twenty-seven dramatizations; propositions and affirmative and negative notes for twenty-eight class debates; and ideas for bulletin boards (twenty-eight), production of printed materials (three), displays (thirteen), posters and transparencies (twenty-seven), slides or films or filmstrips (twenty), and tapes or cassettes or videotape (four). Information on a few selected films, filmstrips, and slide sets are included as examples of possible alternatives to one of the six action approaches. (JT)

ED 145 092 CE 012 149

Wright, Calvin E. Kim, Yungho

An Evaluation of Projects Funded by the State of California under Title I, Parts C and D, of the Vocational Education Amendments of 1968.

Journal Cit—BBB09463BBB13160C1Q0629-8C1Q11109

Educational Evaluation and Research, Inc., Menlo Park, Calif.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; California Community Colleges, Sacramento. Div. of Occupational Education.; California State Dept. of Education, Sacramento. Vocational Education Services.; Stanislaus County Superintendent of Schools, Modesto, Calif.

Report No.—76-405-08

Pub Date—Dec 76

Note—59p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Demonstration Projects, Educational Finance, *Educational Planning, *Federal Aid, Post Secondary Education, Program Administration, *Program Effectiveness, Program Evaluation, *Research Projects, Secondary Education, *Vocational Education

Identifiers—*California, Vocational Education Amendments 1968

Seventy-eight federally funded California vocational education projects were evaluated to provide information on which to base plans for future research and exemplary program policies and procedures in vocational education. Objectives of the evaluation were to (1) provide information for future planning of administration of funds; (2) determine if project results and outcomes were consistent with project objectives; (3) determine how results of the project benefited vocational education students; (4) prepare written descriptions of the project products; (5) document lasting effects which resulted; and (6) determine whether further dissemination of project outcomes is desirable. It was concluded that most of the projects were successful, though the number of students served seemed relatively small and evidence of direct benefits was not particularly convincing. However, a number of projects seemed to have significance at the state or national level. Thirteen recommendations were offered, the major one being that the California State Plan for Education should either be followed or it should be changed. (Projects included in the study and for which summaries were prepared are listed in the appendix of this report. Supplementary tables are also appended.) (BL)

ED 145 094 CE 012 173

Consumer and Economic Education, K-12: A Comparative Analysis.

Journal Cit—BBB14298

InterAmerica Research Associates, Washington, D.C.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Office of Consumers' Education.

Pub Date—7 Mar 77

Contract—300-76-0403

Note—36p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Comparative Analysis, *Consumer Education, Content Analysis, Curriculum Guides, *Economic Education, Educational Research, Elementary Secondary Education, *Fundamental Concepts, Instructional Materials, *Models, *Resource Materials, Textbooks

A study was done (1) to delineate the parameters of economic education and consumer education and develop a tool (model) which can be used to assess the focus and content of the two fields at the kindergarten through twelfth grade (K-12) levels and (2) to assess the model by comparison with the content of teacher and student resources used in developing K-12 economic and consumer education courses or training teachers for these courses. A model drafted by the project staff was submitted to a panel of experts for review and comment three times. These efforts yielded a model that identifies concepts appropriate to the subjects of economic education and consumer education individually and those common to both subjects. The three categories of concepts identified as most significant are resources, markets, and contemporary social issues. An assessment of printed teacher and student resource materials revealed that the model identifies a large number of consumer education concepts which are interfaced with economic education, but that this interface is not recognized in the resources. The conclusions drawn regarding the assessment of resource materials cover the impact on program development, variation among levels, supplementary printed items, treatment of issues, impact on adult functional competence, and most necessary concepts. (EM)

ED 145 095 CE 012 218

Gilpatrick, Eleanor

Using Task Data in Diagnostic Radiology. Research Report No. 8. Volume 1. Job Ladders: Assigning Tasks to Jobs.

Journal Cit—BBB13219QPX14925

City Univ. of New York, N.Y. Hunter Coll. School of Health Sciences.

Spons Agency—City Univ. of New York Research Foundation, N.Y.; Employment and Training Administration (DOL), Washington, D.C.

Pub Date—77

Contract—82-34-69-34

Note—285p.; For related documents see ED 129 977, ED 130 077-078, ED 130 131-132, and CE 012 219

Available from—Health Services Mobility Study, 302 West 12th Street, New York, New York 10014 ($25.00)

EDRS Price MF-$0.83 HC-$15.39 Plus Postage.

Descriptors—*Career Ladders, Cost Effectiveness, Evaluation Methods, Factor Analysis, *Job Development, Job Skills, Manpower Utilization, Occupational Information, Quality Control, *Radiologic Technologists, *Radiology, *Task Analysis, Task Performance, Trainees

This report on the results of the application of the Health Services Mobility Study (HSMS) task analysis method in diagnostic radiology describes several career ladders starting from the aide level in quality assurance or patient care, rising to the technician level, and then on to the radiologic technolo-

gist level, with options to continue to supervision or to radiation physicist. A new job, quality assurance technician, is identified. The volume describes the method and results, the economic rationales for job restructuring, and the use of job ladders; it tells how to rationally restructure jobs after evaluating the allocation of tasks by level and content. It describes a career ladder program, cost strategies, trainee selection, and offers a mini-manual for performance evaluation using HSMS task data. It describes the components of a safe practice and quality assurance program, and includes a check list for the consumer. There are five technical appendixes. (Volume II, available separately, deals with curriculum objectives based on the task descriptions.) (Author/BL)

ED 145 096 CE 012 219

Gilpatrick, Eleanor Gullion, Christina

Using Task Data in Diagnostic Radiology. Research Report No. 8. Volume 2. Curriculum Objectives for Radiologic Technology.

Journal Cit—BBB13219QPX14925

City Univ. of New York, N.Y. Hunter Coll. School of Health Sciences.

Spons Agency—City Univ. of New York Research Foundation, N.Y.; Employment and Training Administration (DOL), Washington, D.C.

Pub Date—77

Contract—82-34-69-34

Note—624p.; For related documents see ED 129 977, ED 130 077-078, ED 130 131-132, and CE 012 218

Available from—Health Services Mobility Study, 302 West 12th Street, New York, New York 10014 ($25.00)

EDRS Price MF-$1.16 HC-$32.81 Plus Postage.

Descriptors—*Behavioral Objectives, *Career Ladders, Criterion Referenced Tests, *Curriculum Design, Curriculum Development, Curriculum Planning, Instructional Programs, Learning Processes, Medical Services, Paramedical Occupations, *Paraprofessional Personnel, Program Design, Quality Control, Radiologic Technologists, *Radiology, Test Construction

This volume is the result of the application of the Health Services Mobility Study (HSMS) curriculum design method in radiologic technology and is presented in conjunction with volume 1, which reports the task analysis results. Volume 2 contains job-related behavioral curriculum objectives for the aide, technician, and technologist levels in diagnostic radiology, including patient care and quality assurance. It presents guidelines for using the curriculum objectives for educational ladders to parallel the job ladders recommended in volume 1. This volume also presents basic concepts regarding the educational process, describes the HSMS method, presents suggestions for program design and instruction, discusses the use of the curriculum objectives as a source from which the content of proficiency tests can be selected, and presents 351 curriculum objectives. Volume 1 and the task descriptions in the several volumes of Research Report No. 7 (all available separately) are recommended adjuncts to be used with this volume. (Author/BL)

ED 145 109 CE 012 395

Consumer Education Project: Community Approach Utilizing an Off-Campus Facility.

Journal Cit—RMQ66000

Santa Barbara Elementary and High School District, Calif. Career Education Dept.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—77

Note—78p.; Best copy available

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Community Agencies (Public), Community Health Services, *Consumer Education, Decision Making, Field Instruction, *Home Economics, *Home Management, Individualized Programs, Instructional Materials, Learning Activities, *Money Management, Off Campus Facilities, *Problem Solving, Secondary Education, Senior High Schools, Simulated Environment, Worksheets

The project reported here was conducted to develop a consumer education program for high school students (grades 10 through 12) which would: (1) provide students with hands-on experiences in the management of resources (money, time, and energy) as householders in a simulated off-campus laboratory (a community girls' club), and (2) enable students to investigate community agencies and organizations which impact on householders. This report begins with a brief overview of the program relative to goals, student objectives, resources, credits, grading, and learning activities (ranging from simulating the process of getting a job to touring a mortuary and reporting the costs of dying). The next section contains a two-page course description which includes a short descriptive paragraph, areas of emphasis with time allotments, and six student performance objectives; a student progress card form; a pre- and posttest; and thirty objectives (twenty-two required and eight optional student learning activities). The remainder of this report consists of instructional units for each of the twenty-two required learning activities designed to enable students to complete the activities by utilizing the problem solving process in a self-paced, individualized instructional format. Each unit, varying from one to fifteen pages in length, includes a student objective (a specific learning activity); rationale; statement of the problem to solve; suggested resources; and student's solution to the problem (either specific questions to be answered, charts or forms to complete, or space to present solutions). (EM)

ED 145 110 CE 012 404

Lux, Patricia L.

Evaluation of Self Administration, Self Scoring, and Self Interpretation of the California Occupational Preference Survey.

Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—May 74

Note—105p.; Master's Thesis, Sacramento State College. Appendixes A, B, and C, The California Occupational Preference Survey and related materials, were removed because of copyright

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Career Education, *Counselor Role, Educational Research, Grade 9, Group Tests, Individual Tests, Secondary Education, *Self Evaluation, *Student Responsibility, *Testing, *Test Interpretation

Identifiers—California, *California Occupational Preference Survey

A study was conducted to determine whether students could self-administer, self-score, and self-interpret the California Occupational Preference Survey (COPS) with the aid of a multi-media device as effectively as similar students could take the survey in the conventional group method which involves counselor administration, scoring, and interpretation. Of secondary interest were how the students used the survey and how they felt about the method of presentation. The sample of 158 students consisted of two groups, experimental and control, of ninth grade students matched for sex and reading ability. The COPS was administered, scored, and interpreted. Chi square tests were performed using scores received on the questionnaire administered to all students in the sample. It was concluded that students can self-administer, self-score, and self-interpret the COPS, with the aid of a multi-media device, as effectively, but seldom more effectively, than a similar group can take the COPS in the conventional group method involving the counselor. There appeared to be no discernable pattern in the comparisons which proved to be significant. Slight tendencies could be noted to show that the experimental group high readers recalled more high interest areas, while the control group recalled more low interest areas. (TA)

ED 145 111 CE 012 498

Blake, Duane L.

The Blake Interaction Model for Task Force Program Development in Vocational Education.

Journal Cit—RMQ66000

Colorado State Univ., Ft. Collins. Dept. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Mar 71

Contract—OEG-0-9-150524-4520

Note—12p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Committees, *Conferences, Decision Making, Group Activities, *Group Dynamics, Group Relations, Meetings, *Models, *Organizations (Groups), Problem Solving, *Program Development, Program Planning, Teamwork, Vocational Education

Identifiers—*Blake Interaction Model

The Blake Interaction Model presented in this manual is designed to eliminate three problems which usually confront a task force charged with the responsibility of program development in a conference setting: (1) how to involve simultaneously several work groups in the productive capacity developing solutions for several separate problems; (2) how to gain equal input opportunity in program development; and (3) how to have newly established materials ready for the participants to take home. A graphic presentation of the model is provided illustrating five work groups working toward the solution of five separate problems with each group having an opportunity to contribute to the solution of each of the five problems. An illustration of a group section of the interaction model is also presented. The function of each of the five groups is described and procedural suggestions offered. (BL)

ED 145 112 CE 012 560

Child Development. Objectives, Activities and Resources, Evaluation. Home Economics.

Journal Cit—QAT59175

Northern Valley Regional High School District, Closter, N.J.

Spons Agency—New Jersey State Dept. of Education, Trenton.

Pub Date—77

Note—58p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Behavioral Objectives, Child Care Centers, Child Care Occupations, *Child Care Workers, *Child Development, Curriculum Guides, Home Economics, *Laboratory Techniques, *Learning Activities, *Learning Laboratories, Management, *Parenthood Education, Preschool Children, Secondary Education, Skill Development, Vocational Education

This curriculum guide presents a course of study in child development for the secondary level. The course is a combination of regularly scheduled class sessions and a playschool laboratory in which students can explore the physical, intellectual, social, and emotional development of the preschool child. In addition, the course is designed to prepare students for entry-level positions in the field of child care. Unit I of the four-unit course presents the organization and observation of the playschool laboratory in a suggested five-week time span. Unit II on socialization and parenting is designed as a twelve-week unit. Unit III, also planned to last twelve weeks, covers the management elements of the parenting role. Unit IV, a seven-week study, deals with special topics in child development, including exceptional children. Each unit contains a list of broad goals, instructional objectives, activities, resources, and suggested evaluation techniques. A grouping and activity pattern chart for the lab and classroom activities is included along with a compiled list of resources. (BM)

ED 145 113 CE 012 577

Campbell, Robert E. And Others

Coping in the World of Work. Practice in Problem Solving. Instructor's Handbook. Research and Development Series 120A.

Journal Cit—BBB06621

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—NE-C-00-3-0079

Note—197p.; For related documents see CE 012 577-580

Available from—Center for Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (R & D 120A, $12.50; Classroom set including Instructor's Handbook, 30 Student Guides, Handout/Transparency Masters, and Filmstrip/Cassettes, R & D 120, $98.00)

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—Audiovisual Aids, Behavioral Objectives, Career Education, Curriculum Guides, Instructional Aids, Instructional Materials, *Job Skills, Learning Activities, *Learning Modules, Post Secondary Education, *Problem Solving, Resource Materials, Secondary Education, Simulation, Skill Development, Teaching Guides, *Teaching Methods, *Vocational Development, *Work Attitudes

Identifiers—Career Development Units

This instructor's handbook is part of a career development unit on coping in the world of work, designed to assist students in developing coping strategies to deal with work-entry and job adjustment problems. (Other components of the unit–student guide, handout/transparency masters, and filmstrip/sound cassette programs–are available separately.) The unit can be implemented in high schools (grades 11 and 12), community and four-year colleges, technical schools, and other agencies. Materials included in the handbook are the following: Student worksheets for group and individual tasks, brief introductory and concluding lecturettes, class discussion guides, short tests, role-playing scripts, supplementary references for expanding instruction, review procedures, and student outlines. An overview of the instructional unit and unit objectives are also presented. Activities center around the five steps of the problem-solving approach: Step 1 deals with the value of early detection and proper diagnosis of job problems, causes and symptoms, and information sources for problem identification; step 2 deals with generating solutions to these problems; steps 3 and 4 concern evaluating and choosing solutions; and step 5 involves testing solutions. (TA)

ED 145 114 CE 012 578

Campbell, Robert E. And Others

Coping in the World of Work. Practice in Problem Solving. Student Guide. Research and Development Series 120B.

Journal Cit—BBB06621

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—NE-C-00-3-0079

Note—43p.; For related documents see CE 012 577-580

Available from—Center for Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (R & D 120B, $3.80; Classroom set including Instructor's Handbook, 30 Student Guides, Handout/Transparency Masters, and Fimstrip/Sound Cassettes, R & D 120, $98.00)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Affective Objectives, Career Education, Career Planning, Instructional Materials, Job Search Methods, *Job Skills, *Learning Activities, Learning Modules, Post Secondary Education, *Problem Solving, Resource Materials, Secondary Education, Skill Development, Vocational Adjustment, *Vocational Development, *Work Attitudes

Identifiers—Career Development Units

This student guide supplements a career development unit on coping in the world of work designed to assist students in developing coping strategies to deal with work entry and job adjustment problems. (Other components of the unit–instructor's handbook, handout/transparency masters, and filmstrip/sound cassette programs, are available separately.) The problem-solving approach that involves diagnosing the problem, generating solutions, evaluating and choosing solutions, and testing the solution is used in the student exercises. Major areas for which materials are supplied are (1) career planning and training problems including educational preparation, job goals and expectations, job changes, and geographic mobility; (2) job getting problems including job seeking, interviewing and test-taking, job placement, prior work experience, job layoffs and rejections, prejudice, and communication; (3) on-the-job adjustment problems including automation and changing technology, new roles, work rules and standards, work habits, alienation, and getting along with others; and (4) off-the-job adjustment problems including family and personal situational adjustment, attitudes and values, and self-image. (TA)

ED 145 115 CE 012 579

Coping in the World of Work. Practice in Problem Solving. Masters, Handouts and Transparencies. Research and Development Series No. 120C.

Journal Cit—BBB06621

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—NE-C-00-3-0079

Note—88p.; For related documents see CE 012 577-580

Available from—Center for Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (R & D 120 C, $5.50; Classroom set including Instructor's Handbook, 30 Student's Guides, Handout/Transparency Masters, and Filmstrip/Sound Cassettes, R & D 120, $98.00)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Career Education, Instructional Materials, *Problem Solving, *Resource Materials, *Transparencies, *Visual Aids, *Vocational Development, *Work Attitudes

Identifiers—Career Development Units

Master handouts and transparencies needed for activities and instruction are contained in this document, which is part of a career development unit on coping in the world of work designed to assist students in developing coping strategies to deal with work entry and job adjustment problems. (Other components of the unit–instructor's handbook, student guide, and filmstrip/sound cassette programs–are available separately.) (TA)

ED 145 116 CE 012 580

Coping in the World of Work. Practice in Problem Solving. Presentation Scripts. Filmstrip No. 1: Problems on the Job; and Filmstrip No. 2: Work Entry and Job Adjustment Problems.

Journal Cit—BBB06621

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—NE-C-00-3-0079

Note—18p.; For related documents see CE 012 577-580

Available from—Center for Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Filmstrip/Sound Cassettes, R & D 120 D, $13.00; Classroom set including Instructor's Handbook, 30 Student Guides, Handout/Transparency Masters, and Filmstrip/Sound Cassettes, R & D 120, $98.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Audiovisual Aids, Career Education, *Filmstrips, Instructional Materials, *Problem Solving, *Scripts, *Vocational Development, *Work Attitudes

Identifiers—Career Development Units

Presentation scripts for two sound filmstrips are contained in this document, which accompanies a career development unit on coping in the world of work designed to assist students in developing coping strategies to deal with work entry and job adjustment problems. (Other components of the unit–instructor's handbook, student guide, and handout/transparency masters, and the filmstrips with cassette tapes–are available separately.) (TA)

ED 145 117 CE 012 587

Guide for Organizing and Utilizing Local Vocational Education Advisory Councils.

Alabama State Dept. of Education, Montgomery. Div. of Vocational Education.

Pub Date—Mar 77

Note—27p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Administrative Personnel, Administrative Principles, Administrator Guides, *Advisory Committees, *Guidelines, *Management, Organization, Vocational Education

This handbook is designed to provide local administrators with both information and guidelines for organizing, implementing, and operating local vocational education advisory councils. Following a short introduction, there is a section which briefly discusses the procedures for organizing an advisory council: formulate policy, designate school representative, establish administrative guidelines, select council members, identify desirable characteristics of council members, appoint selection committee, and notify members. The concluding section discusses operational practices necessary for the proper utilization of advisory councils and covers terms of membership, orientation of council members, election of officers, adoption of bylaws, agenda for the first two meetings, role of the school representative, annual program of work, council subcommittees, recognition of members, council recommendations, absenteeism, use of consultants, and council activities. The appendixes include a sample policy statement on establishing advisory councils, administrative guidelines for advisory councils, a sample letter of appointment to a council, sample council bylaws, and a sample program of work for a council. (EM)

ED 145 118 CE 012 594

White, Inman

An Assessment of Texas FFA Contests as Perceived by Secondary School Principals, Parents, Current FFA Members, and Teachers of Vocational Agriculture. A Summary Report of Research.

Texas A and M Univ., College Station. Dept. of Agricultural Education.

Pub Date—May 77

Note—39p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Administrator Attitudes, Exhibits, *Expositions, Parent Attitudes, Parents, Principals, *Program Effectiveness, Program Evaluation, Program Improvement, Secondary Education, Secondary School Students, State Surveys, Student Attitudes, Teacher Attitudes, *Vo-

cational Agriculture, Vocational Agriculture Teachers, Young Adults, *Young Farmer Education, *Youth Clubs, Youth Programs

Identifiers—Future Farmers of America, Texas

Objectives of this research study were (1) to determine areas of agreement and disagreement concerning the value of Future Farmers of America (FFA) contests; (2) to determine if there is a need for additional contests, deletion of some contests, or changes in contest procedures; and (3) to determine if the contest activities selected are influenced by the number of years of vocational agriculture teaching experience of the advisor, total number of vocational agriculture students, number of teachers in the vocational agriculture department, and size of school. Questionnaires were distributed to 1,124 individuals (secondary school principals, vocational agriculture teachers, parents, and FFA members in each Texas school district). Five hundred seventy-six questionnaires contained the data analyzed. Implications from answers to sixty value statements in connection with objective 1 were that there were many values and benefits derived from FFA contests. Over 85% of the four groups were in favor of keeping the fifteen FFA contests currently offered. Contests did not seem to be significantly affected by any of the criteria in objective 3. Eleven recommendations were proposed including revision and improvement of some contests and institution of new ones, promotion of better communication between state, national, and area offices, and a follow-up study in three or four years involving the same four groups of respondents. (BL)

ED 145 119 CE 012 598

Braun, Kurt And Others

Improving Education and Employment Opportunities for the Handicapped: Expanding the Commitment of Vocational and Special Education. Final Report.

Journal Cit—BBB08874FGK21430

Illinois Univ., Urbana. Bureau of Educational Research.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.; Illinois State Office of Education, Springfield. Div. of Vocational and Technical Education.

Pub Date—30 Jun 77

Contract—AVTE/IMPED-PCE-A7-040

Note—142p.; National Workshop on Special Needs Vocational Teacher Education (Urbana-Champaign, Illinois, October 26-28, 1976)

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Agency Role, *Disadvantaged Youth, Educational Legislation, Educational Planning, Educational Programs, Employment Opportunities, Federal Legislation, *Handicapped Students, Higher Education, Program Development, Special Education, Special Education Teachers, *Teacher Education, Universities, *Vocational Education, Workshops

Results are presented of a national workshop designed to improve educational and employment opportunities for handicapped and disadvantaged persons by providing a setting for fifteen university teams (one from each of the ten U.S. Office of Education regions and five at large) to develop specific plans of action for the creation or expansion of programs to improve the preparation of vocational education teachers serving the special needs learner. Pre-workshop planning activities are described, including a brief analysis of the 1976 workshop on vocational education for the special needs student. Workshop activities are described; these focused on seven individual presentations relative to special needs programs from three perspectives (vocational education, special education, and a local education agency), legislation affecting vocational education, and the preparation of professional educators. A report of team action planning and strategy sessions is also presented. An evaluation of the workshop follows, along with a report on post-workshop activities which occurred during the seven-month interim between the workshop and the final report. A forty-four-page appendix contains a variety of forms used for the workshop; planning, review, and evaluation instruments; and a team report questionnaire. (BL)

ED 145 120 CE 012 607

Frazier, William E. And Others

Factors of Aptitude and Time Related to Acquisitions of Task Skills by Educationally Disadvantaged Students. Final Report.

Journal Cit—RMQ66000

Oklahoma State Univ., Stillwater. Coll. of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Feb 77

Contract—G007500449

Note—150p.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Academic Achievement, *Aptitude, Aptitude Tests, Area Vocational Schools, *Disadvantaged Youth, *Educationally Disadvantaged, High School Students, *Performance Criteria, Performance Tests, Predictive Ability (Testing), Predictor Variables, Secondary Education, *Time Factors (Learning), *Vocational Education

Identifiers—General Aptitude Test Battery, Oklahoma

The purpose of this project was to derive information relating student aptitudes to the accomplishment of specific performance objectives in an identified time frame within selected occupational training programs. Answers to the following questions were sought: What tasks within a given occupation can be performed by educationally disadvantaged students having varying aptitude patterns? What time frames are required of these students to learn a given task? and Which aptitudes are critical to learning a given task and which aptitudes relate inversely to time span needed to learn the task? The General Aptitude Test Battery (GATB) was given to a sample of students enrolled for the first year in ten vocational programs in twenty Oklahoma area vocational-technical schools. GATB scores were correlated with scores on curriculum unit tests, instructional time prior to testing, time spent studying for retest by students who failed the first test, and the scores achieved on the retest. Results indicated that if a student's GATB scores fall below 100, then an alternative choice to vocational training is suggested. Other results revealed that cognitive aptitudes are more highly correlated with vocational training; that teachers are not requiring students to master a given unit before proceeding to the next one; and that regression models in the study are poor predictors of student achievement on the unit tests. (BM)

ED 145 121 CE 012 608

Hash, Barbara W.

Middle School Resource Unit. Exploring Your World.

Journal Cit—BBB01642

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Home Economics Education Section.

Pub Date—76

Note—56p.

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 ($1.25)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Behavioral Objectives, Career Education, Career Exploration, Cooking Instruction, Curriculum, Curriculum Guides, *Family Life Education, Food, *Foods Instruction, Grade 7, Grade 8, Grade 9, *Home Economics, Hygiene, *Individual Development, Junior High Schools, *Learning Activities, Nutrition Instruction, Resource Materials, Resource Units, Student Evaluation

Adaptible to the regular home economics curriculum for the middle school (grades 7, 8, and 9), these resource units are designed to actively involve the student in learning activities and provide hands-on experiences. Three units of instruction are included and focus on the following topics: food; self, family, friends, and careers; and personal appearance. Each unit is subdivided into from three to six concept areas related to the unit topic, with each area including behavioral objectives, learning and evaluation experiences, and related teaching resources. (BM)

ED 145 122 CE 012 618

Looney, Era F. Finch, Curtis R.

Implementing Competency-Based Instruction in Vocational Education. Competency-Based Administrator Education Module.

Journal Cit—RMQ66000

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Feb 77

Contract—G007500446

Note—53p.; For related documents see CE 012 618-625; Some pages may not reproduce clearly due to paper color

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Administrator Education, Curriculum, *Inservice Education, *Learning Activities, Learning Modules, *Performance Based Education, Post Secondary Education, *Program Development, Secondary Education, *Vocational Education

Identifiers—Vocational Technical Education Consortium States

This module, one of a set of seven instructional materials designed for competency-based vocational education administrator education, is designed to help the learner develop skills in implementing competency-based instruction (CBI) in vocational education. Following introductory material discussing the organization of the module, the module's terminal objective and four enabling objectives are presented along with information on required and optional resources. Major content is comprised of four sequential learning experiences, each directed toward helping the learner accomplish one of the module's four enabling objectives. Titles of the learning experiences are Introduction to Competency-Based Instruction, Administrative Concerns in Implementing Competency-Based Instruction, Vocational-Technical Education Consortium of States, and Implementing CBI. Each experience includes an information sheet which provides additional information on the topic of the experience, an explanation of the activity, a self-check, and model answers to serve as feedback. The final learning experience is designed to allow application of learning in an applied setting. The module concludes with module assessment and administrator performance forms designed to test the exit competence of the learner. (SH)

ED 145 123 CE 012 619

Chisman, Arlington W. Nowak, Kathy

Planning Vocational Education Programs for the Disadvantaged and Handicapped. Competency-Based Administrator Education Module.

Journal Cit—RMQ66000

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Feb 77

Contract—G007500446

Note—84p.; For related documents see CE 012 618-625; Some pages may not reproduce clearly due to paper color

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—*Administrator Education, Curriculum, *Disadvantaged Youth, Federal Legislation, *Handicapped Students, Inservice Education, Learning Activities, Learning Modules, *Performance Based Education, Policy Formation, Post Secondary Education, Program Development, *Program Planning, Secondary Education, *Vocational Education

One of a set of seven instructional materials designed for competency-based vocational education administrator education, this module focuses on the learner's accomplishment of objectives related to procedures for planning and implementing vocational programs for disadvantaged and handicapped persons. Following introductory material discussing the organization of the module, the module's terminal objective and six enabling objectives are presented along with information on required and optional resources. Major content is comprised of six sequential learning experiences, each directed toward helping the learner accomplish one of the module's six enabling objectives. Titles of the learning experiences are Federal Legislation and Funding Sources Related to Handicapped and Disadvantaged Students in Vocational Education, Serving Disadvantaged and Handicapped Student Populations (two activities), Establishing Policies Which Facilitate the Delivery of Vocational Education to Handicapped and Disadvantaged Students, Determining Resource Requirements, and Establishing a Program Implementation Timetable. Each experience includes an explanation of the activity, a self-check, and model answers to serve as feedback. The final learning experience is designed to allow application of learning in an applied setting. The module concludes with module assessment and administrator performance forms designed to test the exit competence of the learner. (SH)

ED 145 124 CE 012 620

Morgan, Samuel D. Oscarson, David J.

Preparing Local Plans for Administering Vocational Education. Competency-Based Administrator Education Module.

Journal Cit—RMQ66000
Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Mar 77
Contract—G007500446
Note—100p.; For related documents see CE 012 618-625 ; Some Pages may not reproduce clearly due to paper color
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—*Administrator Education, Curriculum, Educational Objectives, Educational Strategies, *Inservice Education, Learning Activities, Learning Modules, *Performance Based Education, Post Secondary Education, Program Administration, *Program Planning, Secondary Education, *Systems Approach, *Vocational Education

This module, one of a set of seven instructional materials designed for competency-based vocational education administrator education, focuses on program planning. Both state and local level planning processes are reviewed with the overall purpose of helping the learner (1) understand the planning process, (2) develop organizational skills for planning, (3) understand the systems concept and its application to the planning process, (4) develop skill in using available data for planning, and (5) develop ability to translate demographic data into an actual plan. Major content is comprised of three sequential learning experiences. Each experience includes an explanation of the activity, a self-check, and model answers to serve as feedback. The final learning experience is designed to allow application of learning in an applied setting. The module concludes with module assessment and administrator performance forms designed to test the exit competence of the learner. (SH)

ED 145 125 CE 012 621

Looney, Eva F. Hoerner, James L.

Formulating Goals and Objectives for Vocational Education Programs. Competency-Based Administrator Education Module.

Journal Cit—RMQ66000
Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Mar 77
Contract—G007500446
Note—104p.; For related documents see CE 012 618-625 ; Some pages may not reproduce clearly due to paper color
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—*Administrator Education, Cooperative Planning, Curriculum, *Educational Objectives, Educational Resources, Inservice Education, Learning Activities, Learning Modules, Performance Based Education, Post Secondary Education, Program Evaluation, *Program Planning, *School Community Cooperation, Secondary Education, *Standards, State Standards, Teacher Participation, *Vocational Education

One of a set of seven instructional materials designed for competency-based vocational education administrator education, this module focuses on assisting the learner in becoming involved in that phase of goal development which aligns state and national educational standards with local concerns. (The process of goal development is the basis for the seven module objectives.) Following introductory material discussing the organization of the module, six learning experiences are presented, each directed toward helping the learner accomplish one of the module objectives. The experiences are titled Resources for Developing Program Goals and Objectives, Educational Standards for Vocational School Programs, Strategies for Developing Program Goals and Objectives, Excerpts from a State Plan for Vocational Education, Aligning Goals and Objectives with Local Concerns, and Analyzing Appropriate Criterion Measures for Program Evaluation. Each experience includes an explanation of the activity, a self-check, and model answers to serve as feedback. The module concludes with module assessment and administrator performance forms designed to test the exit competence of the learner. (SH)

ED 145 126 CE 012 622

Oscarson, David J. Finch, Curtis R.

Motivating Vocational Education Personnel to Their Optimum Growth Potential. Competency-Based Administrator Education Module.

Journal Cit—RMQ66000
Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Jan 77
Contract—G007500446
Note—55p.; For related documents see CE 012 618-625 ; Some pages may not reproduce clearly due to paper color
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Administrator Education, Curriculum, Inservice Education, Job Satisfaction, Leadership Styles, Learning Activities, Learning Modules, *Motivation, *Motivation Techniques, Performance Based Education, Post Secondary Education, *School Personnel, Secondary Education, Teacher Motivation, *Theories, *Vocational Education
Identifiers—Herzberg (Frederick), Maslow (Abraham H)

One of a set of seven instructional materials designed for competency-based vocational education administrator education, this module is intended to acquaint the student with the basic underlying theories of motivation and to provide insight into various methods of applying these theories to motivate school personnel. Following introductory material discussing the organization of the module, the module's terminal objective and three enabling objectives are presented along with information on required and optional resources. Major content is comprised of three sequential learning experiences, each directed toward helping the learner accomplish one of the module's three enabling objectives. Titles of the learning experiences are An Introduction to Motivation, Methods for Motivation of Personnel, and A Case Study. Each experience includes an explanation of the activity, a self-check, and model answers to serve as feedback. The final learning experience is designed to allow application of learning in an applied setting. The module concludes with module assessment and administrator performance forms designed to test the exit competence of the learner. (SH)

ED 145 127 CE 012 623

Ely, Ron H. And Others

Organizing and Conducting Staff Development Activities for Vocational Teachers. Competency-Based Administrator Education Module.

Journal Cit—RMQ66000
Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Feb 77
Contract—G007500446
Note—53p.; For related documents see CE 012 618-625 ; Some pages may not reproduce clearly due to paper color
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Administrator Education, *Administrator Role, Curriculum, Inservice Education, *Inservice Teacher Education, Learning Activities, Learning Modules, *Needs Assessment, Performance Based Education, Post Secondary Education, Program Evaluation, *Program Planning, Secondary Education, Staff Improvement, *Vocational Education

One of a set of seven instructional materials designed for competency-based vocational education administrator education, this module is intended to assist the learner in developing or reacquiring the necessary skills to administer a quality staff development program. Emphasis is placed on four skills related to meeting teachers' inservice needs: identification, organization, program implementation, and program evaluation. Following introductory material discussing the organization of the module, the module's terminal objective and three enabling objectives are presented along with information on required and optional resources. Major content is comprised of three sequential learning experiences, each directed toward helping the learner accomplish one of the module's three enabling objectives. Titles of the learning experiences are Vocational Administrator's Role in Staff Development (Inservice Education), Inservice Education Needs Assessment and Implementation Strategy, and Evaluation Strategy Regarding Staff Development Needs Program(s). Each experience includes an explanation of the activity, a self-check, and model answers to serve as feedback. The final learning experience is designed to allow application of learning in an applied setting. The module concludes with module assessment and administrator performance forms designed to test the exit competence of the learner. (SH)

ED 145 128 CE 012 624

Finch, Curtis R. Nowak, Kathy

User's Guide for Competency-Based Administrator Education Materials.

Journal Cit—RMQ66000
Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Mar 77
Contract—G007500446
Note—40p.; For related documents see CE 012 618-625
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Administrator Education, Behavioral Objectives, *Inservice Education, Leaders Guides, *Learning Modules, *Performance Based Education, Post Secondary Education, *Program Administration, Secondary Education, Teaching Guides, *Vocational Education

One of a set of seven competency-based instructional materials (six learning modules and one user's guide) designed for the inservice training and improvement of local level vocational education administrators, this user's guide provides directions for persons supervising the use of learning modules and is directed toward helping the user become familiar with the modules. Content is presented in six chapters. Chapter I, Overview, is a general discussion of the meaning of competency-based administrator education (CBAE), including how it differs from a traditional program and the need for CBAE materials. Chapters 2 through 4 discuss the modules in terms of the development process, format, and objectives (for each module). A noted feature of the modules' format is the opportunity provided for exemption testing, which allows the learner to make decisions and to self-pace, and also serves as a learner diagnostic tool. Chapter 5 discusses five curricular arrangements that are appropriate settings for using the CBAE materials: preservice (on-campus), preservice (on-campus) internship, inservice (off-campus) combined with internship or externship, externship, and competency-based arrangement. The final chapter discusses student orientation to CBAE. A rank order of administrator competencies and examples of how CBAE modules might be selected for an inservice program are appended. (SH)

ED 145 129 CE 012 625

Developing Competency-Based Training Materials to Meet the In-Service Needs of Local Vocational Administrators. Final Report.
Journal Cit—RMQ66000
Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Mar 77
Contract—G007500446
Note—95p.; For related documents see CE 012 618-625
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—*Administrator Education, Guides, *Inservice Education, Instructional Materials, Job Skills, *Learning Modules, *Material Development, *Performance Based Education, Post Secondary Education, Program Descriptions, Program Development, Program Validation, Secondary Education, *Vocational Education

A project was conducted which focused on the development of viable, competency-based materials, including a user's guide, for the inservice training and improvement of local level vocational education administrators. The project objectives were accomplished in four phases: the development of a needs assessment instrument which revealed (1) task importance as judged by each of 150 local administrator and superintendent respondents in Virginia and (2) their perceived need for inservice training to develop competencies; the determination of high priority areas for inservice training by examining those professional competencies most important and most needed (as indicated by above administrators and superintendents), which resulted in the development of instructional packages in six areas along with a user's guide (see related documents); pilot testing of the instructional packages and guide; and third-party evaluation of the materials and revision based on evaluation. (This report includes a complete description of the project's procedures, results, accomplishments, and conclusions. The appendixes, comprising approximately half the document, contain the following information: needs assessment instrument and accompanying letters, list of forty-six vocational administrator competencies identified as important, rating of instrument items, module descriptions, summary of test results, and the third-party evaluation report.) (SH)

ED 145 130 CE 012 642

Koble, Daniel E., Jr., Ed. And Others
1975 National Vocational Education Personnel Development Seminar. Industry-Education Innovations in Personnel Development (Omaha, Nebraska, October 28-31, 1975). Leadership Training Series No. 46.
Ohio State Univ., Columbus. Center for Vocational Education.
Pub Date—Dec 75
Contract—G05-75-00045
Note—219p.
Available from—Center for Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($15.50)
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors—Business, Industry, *Interinstitutional Cooperation, Labor Unions, *School Industry Relationship, Speeches, Staff Improvement, *Teacher Education, *Vocational Education

Major contents of this report are the seminar presentations made at a national seminar in which educators focused on innovations in personnel development for industry education. Of the ten major papers three established the context of cooperation between business, industry, labor, and education in providing vocational education. Three papers focus on planning instruction and evaluating instructional systems including use of case studies as an instructional device and integration of affirmative action efforts and issues into the personnel development program. Two papers on industry-education-labor cooperation describe a successful industry-education-labor council and analyze the communication process in education-labor cooperative program development. Other titles are "A Program for Improving the Quality of Working Life" and "Future Think: Training and Development...Where Do We Go From Here?" A series of shorter presentations are summaries of various research and development efforts in personnel development; individual focus is on metric education, national occupational competency testing, cooperative adult education, a competency-based postsecondary teacher education program, a program to prepare entrepreneurs, involvement of business and industry in curriculum design, and performance-based curricula for professional development. The final section contains reports of special interest groups on strategies and techniques for providing better industry-education cooperation in specific vocational education areas: trade and industrial, home economics, business and office, agricultural, distributive, health occupations, and administration and supervision of personnel development programs. (JT)

ED 145 131 CE 012 659

Career Interest Characterizing and Reporting System. May 1, 1976 - May 31, 1977. Final Report.
Journal Cit—BBB00122BBB09463
Texas State Technical Inst., Waco.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Texas Occupational Research Coordinating Unit, Austin.
Pub Date—31 May 77
Note—42p.; Appendix B, containing a copyrighted survey instrument ("High School Career Interest and Information Survey"), was removed ; Appendix C will reproduce poorly
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Career Choice, Career Education, *Career Planning, College Preparation, Educational Interest, Educational Research, Family Influence, Guidance Programs, Measurement Instruments, Occupational Aspiration, *Program Development, Program Improvement, Program Planning, Secondary Education, Secondary School Students, *Surveys, Teacher Influence, *Vocational Counseling, *Vocational Interests
Identifiers—Texas

A study was conducted to update the existing Career Interest Characterizing (CIC) instrument in terms of current career choices of students and to implement the survey instrument in the Texas secondary school counseling programs. The CIC instrument defines career interests of secondary school students and yields information of value in counseling students, and in guiding, planning, controlling, and financing career training programs at the secondary and postsecondary levels. The project examined two hypotheses relative to significant differences between occupational choices and postsecondary plans for 1972 versus 1976. The hypotheses concerned whether or not the population distribution of high school students' postsecondary plans and occupational choices were the same for those two years. Overall significant differences for the two periods were found, but the ranking of some categories of occupational choices and postsecondary plans remained essentially the same. Data relating to factors influencing occupational choices made by students indicated that parents or relatives have the greatest impact and school administrators have the least impact. It was concluded that when results from the career interest survey are used in concert with manpower requirements, the collective data should be helpful in planning and decision making in meeting the state's challenge of providing jobs and education. (A listing of school districts in the survey and some of the survey results are appended.) (TA)

ED 145 132 CE 012 688

Siggins, Dennis
Recommendations for the Operation of a Mobile Business Education Instructional Materials Resource Center.
Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date—Sep 74
Note—163p.; Master's Thesis, California State University ; Parts of the appendix are marginally legible
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors—*Business Education, Business Education Teachers, Information Dissemination, Information Utilization, *Instructional Materials, *Mobile Educational Services, *Mobile Laboratories, Needs Assessment, *Program Effectiveness, Program Improvement, *Resource Centers, Secondary Education, State Programs, State Surveys, Use Studies
Identifiers—California

The purpose of this study was to determine operational procedures for a mobile laboratory disseminating Business Education Data Dissemination System (BEDDS) materials and other instructional materials, and to make recommendations for improving its operation to better meet the needs of business educators in California secondary schools. Objectives were to determine how materials were used, which were used most frequently, what additional materials should be prepared, and when, where, and how to schedule the mobile laboratory visits. An instrument was developed to record the materials most used, and a questionnaire was sent to 400 business educators (306 responded) who had visited the mobile lab. Major findings and conclusions included these: The lab was found to be a very effective means of disseminating materials; the most popular materials were in the areas of typewriting, bookkeeping, distributive education, job applica-

tions, and making change; and teachers preferred to visit the lab at their own schools either after school or during their preparation periods. Recommendations included continuing operation of the mobile lab, scheduling the lab in individual schools, and adding a variety of multimedia materials to the lab. An appendix contains samples of BEDDS forms, and forms, worksheets, and tables used in this study. (BL)

ED 145 133 CE 012 691

Blum, Robert E.

Career Education in New York State. A Catalog of Ideas and Products from 22 New York State VEA-Supported Projects.

New York State Education Dept., Albany. Office of Occupational and Continuing Education.Policy Studies in Education, New York, N.Y.

Pub Date—[76]

Contract—VEA-75-C-1239

Note—121p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Annotated Bibliographies, *Career Education, *Catalogs, Community Involvement, *Curriculum Development, Elementary Secondary Education, Guidance Functions, Guidance Programs, Guides, Inservice Programs, Instructional Materials, Models, Occupational Guidance, Post Secondary Education, Program Development, *Program Evaluation, *Program Planning, Public Relations, Resource Guides, *Resource Materials, School Community Relationship, Vocational Education

Identifiers—New York

Intended for school districts and/or other agencies and groups in New York State (but having applicability to other states) which plan to begin career education programs or desire to improve or modify a program already in existence, this catalog summarizes the ideas contained in the more than 250 products reviewed. The catalog does this in two ways. First, it describes seven critical career education implementation areas: planning, curriculum, guidance, inservice, public relations, community involvement, and evaluation. Each description gives a rationale for the area as well as detailed information on procedures and products associated with the area. Second, the catalog presents descriptions of certain products created by twenty-two career education model projects which illustrate the information being presented. (TA)

ED 145 134 CE 012 693

Methodology for the Evaluation of Career Decision Making Skills in Rural Schools. Final Report.

Journal Cit—BBB09463SJJ69450

Malheur Intermediate Education District, Vale, Oreg.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Oregon State Dept. of Education, Salem.

Pub Date—15 Jun 77

Note—27p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Achievement Tests, Career Awareness, *Career Education, Consortia, *Decision Making Skills, Evaluation, Evaluation Methods, Grade 12, Guidance Programs, Measurement Instruments, *Rural Schools, Secondary Education, *Test Validity, Vocational Counseling, Vocational Development, Vocational Maturity

Identifiers—*Career Development Inventory, *Career Maturity Inventory, Oregon

As part of a larger program of a consortium of six rural Oregon counties (SIXCO), a study was conducted to select instruments which provided a measure of career decision-making skills and to utilize these instruments on populations of students who received varying types of guidance processes in their school programs. Of the twenty-nine instruments recommended by the reviewing panels, two were selected: the Career Development Inventory (CDI) for grade 9 and the Career Maturity Inventory (CMI) for grades 10-12. During the fall and spring terms of 1976-77, selected students were tested with these instruments. The types of schools selected for the project included those with the guidance cadre for purposes of developing career decision making, a guidance processes program with all teachers being involved, and a program with no formal guidance. Both the CMI and CDI fall term test scores served as the base for assessing the effects of guidance processes for the various grade levels during the school year. With the exception of the results for CDI Scale B (resources for exploration), no statistically significant differences were found to exist across the treatment groups. These results were considered to have established the product worth of the assessment instruments for evaluation of career decision-making skills in rural schools. (BM)

ED 145 135 CE 012 694

Sex as a Determinant in Vocational Choice. Final Report.

Journal Cit—JQB36450

New Educational Directions, Crawfordsville, Ind.

Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis.

Pub Date—Jun 77

Note—33p.; Some pages may not reproduce clearly due to paper color

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Career Awareness, *Career Choice, Career Education, *Career Planning, Decision Making, Educational Experience, Educational Improvement, Equal Education, Family Influence, Females, Grade 11, Grade 12, Males, *Occupational Aspiration, *Occupational Choice, Peer Groups, Secondary Education, Sex Role, *Sex Stereotypes, *Vocational Education

Identifiers—Indiana, *Nontraditional Occupations

The objectives of a study were (1) to describe the various reasons why vocational decisions which are incongruent with measured interest patterns, but which appear to be governed by traditional sex roles, are made; (2) to determine the extent to which such incongruities are attributable to sex stereotyping; and (3) to assess the probability that any existing sex stereotyping can be negated by the time the adolescent is making vocational choices. A sample of 128 Indiana high school students were interviewed individually or in small groups. Of the students interviewed, 80% indicated plans to enter a traditional career choice in regard to sex stereotyping while only 13% indicated plans to enter a nontraditional occupation (7% were undecided). Five factors were identified as primary influences on student career plans: experiences in courses, interests, role models, economics, and peer and/or relatives' influences. However, only three of these factors were identified as influential by students choosing the nontraditional careers: experience in courses, models, and interests. Major influences contributing to the development and maintenance of stereotypical thinking identified by all students were tradition, differing expectations, school-related experiences, and role models. Finally, recommendations were made for consideration of activities which would work toward the attainment of educational equity in vocational education. (BM)

ED 145 136 CE 012 705

Expanding Nontraditional Opportunities in Vocational Education.

Journal Cit—BBB07625BBB09463

Ellis Associates, Inc., College Park, Md.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.

Pub Date—Jun 77

Note—205p.

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Descriptors—*Access to Education, Administrative Personnel, Affirmative Action, Counselors, Educational Alternatives, Educational Change, Educational Improvement, Educational Innovation, *Equal Education, Females, Improvement Programs, *Inservice Education, Instructional Materials, *Legislation, *Nondiscriminatory Education, Post Secondary Education, *Preservice Education, Secondary Education, Sex Discrimination, *Vocational Education, Vocational Education Teachers, Womens Education

Addressing the need to expand nontraditional opportunities for students in vocational education, this document contains three separate training packages intended for use in inservice and preservice training of vocational teachers, counselors, and administrators. The focus of each package is reflected in each of the following titles: "Approaches to Expanding Nontraditional Opportunities for Vocational Education Students"; "Barriers to Expanding Nontraditional Opportunities for Vocational Education Students"; and "Legislation Addressing Equal Opportunity in Vocational Education and Employment." Emphasis is on opportunities for secondary and postsecondary students, primarily women. Each package is designed to stand alone as a training aid or to be used in a sequence. Training packages are intended to serve as an outline and/or scripts for training leaders and as texts for the program participants. Following the textual material each part contains a list of suggested questions and activities to be conducted by the trainees. Transparency masters which cover the key concepts contained in all the packages are included as an aid to the instructor. (BM)

ED 145 138 CE 012 730

McCune, Shirley D.

The Organized Teaching Profession and Education R and D. Occasional Paper No. 29.

Ohio State Univ., Columbus. Center for Vocational Education.

Pub Date—Jun 77

Note—18p., Speech presented at a staff development seminar, Center for Vocational Education, Ohio State University, Columbus, Ohio

Available from—Center for Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (OC 29, $1.90)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Conflict Resolution, Cooperative Planning, *Educational Change, Educational Coordination, Educational Innovation, Educational Legislation, Educational Problems, *Educational Researchers, Educational Responsibility, Elementary Secondary Education, Government Role, *Interprofessional Relationship, Leadership Responsibility, Post Secondary Education, *Role Conflict, Role Perception, Social Change, Social Factors, Social Influences, *Teaching

Identifiers—United States

The five major societal changes in the past twenty-five years which have had a major impact on education services are (1) our transition from a rural, agrarian society to an urban, technological society; (2) changes in occupational and employment structures; (3) education services have become a major enterprise; (4) expansion of Federal and State government roles in education; and (5) groups comprising the education community have become more specialized and organized around selected vested interests. Largely due to Federal programs, a new profession, education researcher and developer (R and D), has emerged. While the R and D profession has been expanding, many of the same societal forces have led to a renewal within the teaching profession. The primary implication of this renewal is that the education R and D community needs to develop a direct linkage system with classroom teachers and a collaborative relationship with teacher groups in articulating educational needs and lobbying for programs. Much of the discord be-

tween education R and D and teachers begins because they view each other's roles and responsibilities negatively. Education R and D can increase the communication and collaboration with teachers by involving them in institutional governance, program design, development and field testing of materials, and diffusion and adoption of educational products. (The author's answers to nine questions from the audience of vocational education R and D personnel are appended.) (EM)

ED 145 139 CE 012 735

Mankoski, Linda C.

Language Workbook for Food Service.

Journal Cit—QAT59178

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—Jun 77

Note—169p.; For related documents see CE 013 519-520

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 ($3.00 plus postage)

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—Curriculum Guides, Deaf, *Deaf Education, Dining Facilities, *Food Service, Food Service Occupations, *Food Service Workers, Foods Instruction, Grammar, Hygiene, Job Skills, *Language Instruction, *Language Skills, *Learning Activities, Reading Instruction, Safety Education, Sign Language, Skill Development, Unit Plan, Vocational Education, Workbooks

This workbook parallels the manual, "Food Service" (see related note), and is designed to assist the language arts or foods service teacher in helping deaf students cope with problems of reading the parallel text. The language system used in this text is based upon the Roberts English Series, which uses a linguistic approach to teaching language and grammar that has been successful in teaching "straight" language to the deaf. Eleven units are included, with each unit containing from one to eight lessons. Each lesson includes a list of new words, the language lesson, student activities, and illustrations by picture and sign language. Units cover the following areas: orientation to the food service worker, dining room instructions, kitchen instructions, safety rules, food portioning practices, meal service practices, the use and care of equipment, special helps for food preparation, dessert preparation, salad preparation, and sandwich preparation. (BM)

ED 145 140 CE 012 736

Mankoski, Linda

Language Workbook for Power Sewing.

Journal Cit—QAT59178

Marie H. Katzenbach School for the Deaf, West Trenton, N.J.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—Jun 77

Note—166p.; For a related document see ED 013 936

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 ($3.00 plus postage)

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—*Aurally Handicapped, *Communication Skills, Handicapped Students, Language Arts, Language Handicaps, *Language Instruction, Occupational Home Economics, *Reading Instruction, *Sewing Instruction, *Sewing Machine Operators, Sign Language, Special Education, Vocational Education, Workbooks

Based on the student workbook entitled "Power Sewing", this manual is intended to aid aurally handicapped vocational students who are being trained in power sewing. The sequence of lessons closely follows the progression of sewing skills taught by the shop text, but covers the material from the standpoint of reading and communication skills. The thirty-five lessons include the use, care, and operation of the power sewing machine and the single-needle lockstitch machine; primary sewing operations; single-needle sewing projects; the uses of other machines used in power sewing; pressing; and hints for being a good operator. Illustrations and sign language accompany the instructions in each lesson. (BM)

ED 145 141 CE 012 739

Career Guidance Manual.

Maryland State Dept. of Education, Baltimore. Div. of Instruction.Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.

Pub Date—76

Note—94p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Career Education, *Career Planning, Counseling Goals, Counselor Role, Counselors, Disadvantaged Youth, Guidance Counseling, Guidance Functions, *Guidance Objectives, *Guidance Programs, *Guidance Services, Handicapped Students, Job Placement, Manuals, *Occupational Guidance, *Program Development, Program Evaluation, Program Improvement, Program Planning, Resource Materials, Secondary Education, Secondary School Counselors, Vocational Counseling

Identifiers—Maryland

Intended to improve career guidance services on the secondary level, this operations manual was developed primarily by school counselors to assist other counselors in the planning, implementation, and evaluation of career guidance, counseling, and placement objectives in Maryland's school system. Contents are divided into the following three sections: planning, implementation, and special needs and programs. The section on planning suggests a framework for the development of a career guidance program by establishing goals, identifying needs, developing objectives and strategies, and evaluating the plan. This section also includes a reference list. The implementation section presents a format for stating outcomes, for listing resources for achieving them, and for evaluating the extent to which they have been achieved. A sample career plan designed to record student data is also included in this section. The final section on special needs and programs consists of a series of papers written to help counselors understand the needs of special populations and understand the issues related to meeting these needs. A bibliography of career guidance resources concludes the manual. (BM)

ED 145 143 CE 012 751

Kenneke, Larry J.

Updating Promising Practices in Oregon Career and Vocational Education. Final Report.

Journal Cit—BBB09463BBB12644

Oregon State Univ., Corvallis. Vocation-Technical Education Unit.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Oregon State Dept. of Education, Salem. Career and Vocational Education Section.

Pub Date—30 Jun 77

Contract—6-50-004-178

Note—45p.; For a related document see CE 008 916 ; Parts of the appendixes are of marginal legibility due to small type

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Career Awareness, *Career Education, Career Planning, *Demonstration Projects, Educational Innovation, *Educational Practice, Educational Research, Elementary Secondary Education, Junior Colleges, *Manuals, Occupational Guidance, Program Descriptions, Research Projects, State Surveys, *Vocational Education

Identifiers—*Oregon

A study was conducted to update the handbook "Promising Practices in Career Education," May 1976 edition by reviewing eight projects conducted in Oregon during the fiscal year 1976. (The 1976 edition covered practices selected from Oregon vocational research and exemplary projects conducted from 1970 through 1975.) The project staff reviewed available documents on the eight projects, arranged on-site visits to each, and using the collected information compared each of the products and processes to previously designated innovation selection criteria. Of the eight practices examined, three were judged to meet a significant education problem, to perform effectively, and to be transportable vocational education products. The three promising practices identified were compiled and distributed as an update to the handbook. Additional minor changes to the handbook were also made (e.g., updated table of contents). Seven recommendations included provision of technical assistance to examplary project grantees in planning, implementing, and evaluating projects. The appendixes include samples of the innovation information and innovation selection criteria forms and copies of the updated handbook pages. (BL)

ED 145 144 CE 012 754

EUREKA, The California Career Information System. Annual Interim Report.

Journal Cit—RMQ66000

Richmond Unified School District, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jun 77

Note—83p.; Part of appendix B, the EUREKA user handbook, has been removed because of copyright ; Best copy available

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Career Planning, Consortia, *Data Bases, Data Collection, Information Dissemination, Information Storage, *Information Systems, Information Utilization, Labor Market, *Occupational Information, Program Evaluation, Secondary Education, Site Selection, Staff Utilization, State Programs, *Systems Development

Identifiers—*California

Results of the first year's operation of EUREKA (a computerized system to provide current, accurate, and locally relevant labor market and educational information to California high school students and counselors for the purposes of career exploration and decision making) are presented in this report. The general project design is outlined: (1) modification of the Oregon Career Information System to make it usable in California; (2) the development of special materials for the California system; (3) the implementation of EUREKA in San Francisco Bay Area Schools, and especially in Richmond-area schools; (4) the creation of a board and users' consortium; and (5) the invitation to other non-profit schools and agencies to use the system. Implementation and evaluation of the program are traced briefly under the following headings: Accomplishments; Major Activities and Events; Problems; Publicity Activities; Dissemination Activities; Data Collection and Evaluation; Staff Employment and Utilization; and Staff Development. The major conclusion presented is that the success of the year's operation (114,000 users) warrants continued funding and support. The appendices, comprising one-half of the report, include a third-party evaluator's report, sample computer printouts, and a costs sheet, and a user handbook. (BL)

ED 145 145 CE 012 755

Morton, J. B. And Others

Parallel Follow-Up.

Journal Cit—BBB09463

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Div. of Research, Planning, and Evaluation.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Apr 77
Note—17p.; Some parts of document may be marginally legible due to type size
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Comparative Analysis, *Data Collection, Educational Research, *Graduate Surveys, High School Graduates, Methods Research, *Program Effectiveness, Questionnaires, Secondary Education, State Surveys, *Teacher Responsibility, Vocational Education, *Vocational Education Teachers, *Vocational Followup
Identifiers—Oklahoma
Two methods used to collect follow-up data on vocational education graduates to determine their postgraduate occupational and educational activities are (1) to ask the graduates themselves and (2) to ask the teachers to report the status of their graduates. The objective of this study was to compare data that was collected using each method and determine if the system used by Oklahoma (teachers reporting) was accurate and adequate considering the costs of each method. Questionnaires were mailed to 1,215 graduates; 413 usable questionnaires were returned. From the information provided by the graduates, codes were assigned to each individual, teacher reports for those same graduates were compared, and the percentage of exact agreement between the teacher responses and the student responses was calculated. Findings indicated that teachers were still doing an adequate job of reporting student status information, and it was recommended that the teacher follow-up be continued rather than changing to the more costly and time-consuming method of student follow-up. Frequency tables of responses are included in this report and a sample graduate questionnaire and the follow-up instrument sent to teachers are appended. (BL)

ED 145 146 CE 012 775
Development of Specialists to Serve the Family Life and Impact Home Economics Programs. Final Report.
Journal Cit—RMQ66000RUF67125
Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.; Ohio State Univ., Columbus.
Pub Date—30 Aug 73
Note—74p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—College Students, Communication Skills, *Disadvantaged Groups, *Family Life Education, Family Programs, Higher Education, Home Economics, Home Economics Skills, *Home Economics Teachers, Inner City, Inservice Teacher Education, *Internship Programs, Preservice Education, Program Attitudes, Program Development, Program Effectiveness, Rural Areas, *Sensitivity Training, Student Attitudes, *Teacher Education
Identifiers—Ohio
The purpose of the project was to provide current and/or prospective impact home economics teachers with opportunities to develop the sensitivity and skills needed to work with disadvantaged populations in inner city and rural areas. Twenty-four participants completed a one-week orientation workshop and a six-week internship. The orientation workshop focused on teaching communication skills, human relation skills, problems and needs of disadvantaged families, methods of teaching adults, and the organization and administration of Ohio's Impact and Family Life Education program. Four on-site locations were inner city and one program served disadvantaged rural districts. The evaluation of the project revealed the major strengths as positive attitudinal changes toward the populations being served; increased understanding of personal traits needed to work with disadvantaged adults as well as needed communication skills, human relations skills, and knowledge of subject matter; increased awareness of potential problems to be encountered when developing a family life program; and increased knowledge of the adult learner and of adult education methods and instructional resources. In addition, the interns were able to establish a favorable working relationship with the adult learners and program personnel and were able to see the inner-city situation in more realistic terms. (Suggestions for minimizing the weaknesses of the program are included in this report.) (BM)

ED 145 147 CE 012 782
Showalter, John
Using Labor Market Forecasting for Vocational Education Planning.
Journal Cit—BBB12937RMQ66000
Ohio State Dept. of Education, Columbus. Div. of Vocational Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.; Ohio State Univ., Columbus. Center for Vocational Education.
Pub Date—[75]
Note—119p.; Not available in hard copy due to marginal print quality of the original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Data Processing, Educational Planning, Labor Market, *Labor Supply, *Management Information Systems, *Manpower Needs, Manpower Utilization, *Staff Improvement, State Departments of Education, State Supervisors, *Statewide Planning, Supervisory Training, Systems Development, *Vocational Education
Identifiers—Ohio
Training state vocational education staff to generate and utilize labor market data was the purpose of this project. The objectives were to develop the capability to generate and integrate into a management information system labor market supply and demand data compatible with vocational education taxonomies; to train selected staff to perform the data generation and integration function; to involve all staff in identifying content and reporting format for management information data; and to train all staff in the effective use of the management information system (MIS). An initial training conference was held with state supervisors to identify MIS needs. Then labor market data was developed for each vocational education planning district in the state and a guide was produced for use in local and state planning. Other meetings with local education agency planners were later held to distribute the labor market forecasts and train them in the use of MIS data in local planning. Included in this final report are the descriptions of the methodology used to develop the final product and materials used in the training conferences, an evaluation proposal, and the interim results. (Author/BM)

ED 145 148 CE 012 787
Abel, Frederick P.
Third Party Evaluation of FY 74 EPDA 553 & 554 Cooperative Arrangements. Final Report.
Journal Cit—BBB08874
Western Illinois Univ., Macomb.
Spons Agency—Illinois State Office of Education, Springfield. Div. of Vocational and Technical Education.
Pub Date—[75]
Contract—PDT-A4-149
Note—129p.
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors—*Administrator Education, Evaluation Criteria, Post Secondary Education, Professional Continuing Education, Program Descriptions, *Program Effectiveness, Program Evaluation, Projects, Staff Improvement, State Departments of Education, State Federal Aid, *State Programs, Summative Evaluation, *Teacher Education, Universities, *Vocational Education
Identifiers—Education Professions Development Act, *Illinois
On-site evaluation visitations were made to seven institutions participating in fiscal year 1974 Education Professions Development Act (EPDA) 553 and 554 cooperative arrangement programs under the auspices of the Illinois Division of Vocational and Technical Education. A three-part evaluation instrument was designed and administered to project participants and conferences and interviews were conducted with each project staff. Individual focus of the seven programs were as follows: administrative internship for vocational education teachers, an administration by competency program to train and certify votec program administrators, preservice training for secondary certification of health occupations teachers previously trained in some health profession, inservice for teachers of inner city disadvantaged youth, work training internship for secondary occupational education teachers, inservice correspondence courses for vocational/career education teachers, and inservice program on career education for elementary principals. (Major contents of this report consist of the seven individual project evaluations. Each includes project title, institution, project director, amount of funding, contract number, brief narrative description of the activity, list of participants, summation of evaluation data collected, and judgments concerning the activity including lists of strengths, limitations, perceived changes in behavior, and recommendations.) An overall evaluation of the seven projects and copies of the questionnaires are also included. (BL)

ED 145 149 CE 012 788
Burkhardt, Carolyn And Others
Involving Significant Others in Career Planning: A Counselor's Handbook. Research and Development Series No. 128.
Journal Cit—BBB10536
Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.
Pub Date—Jul 77
Contract—NE-C-00-3-0079
Note—43p.
Available from—Center for Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio (RD 128, $3.25)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Career Choice, Career Education, *Career Planning, Community Influence, *Community Involvement, Counselor Role, *Decision Making, Educational Strategies, Guidance Programs, High School Students, Information Dissemination, Motivation Techniques, Occupational Guidance, Parent Influence, *Parent Participation, Program Development, Publicize, Resource Materials, Secondary Education, Teacher Influence, *Teacher Participation
Strategies counselors can use to involve "significant others" (persons who have an important influence on the career plans of students, e.g., parents, peers, and relatives) in high school career guidance programs are offered in this handbook. Content is presented in three main sections: (1) a brief, nontechnical section summarizing how significant others outside the school help to influence students' career plans; emphasis is also on the overall societal context within which the process of significant others influence operates; (2) discussions of strategies that school personnel may use to incorporate significant others into the career guidance program, e.g., methods for identifying individual students' significant others, and suggestions for using communication media for involving significant others in career planning; and (3) an outline of the elements that may be included in a student career planning file, such as aptitudes and interests inventories, employment opportunities, and preparation requirements. An annotated list of resource materials and an open-ended attitudinal questionnaire (concerning the student's feelings about career plans) are appended. (TA)

ED 145 150 CE 012 799

Eggland, Carol

Development and Implementation of a Curriculum for Nurse Refresher Course. Final Report.

Journal Cit—PEA57710PEA57750RMQ66000

Southeast Community Coll., Lincoln, Nebr.

Spons Agency—Nebraska Occupational Needs Research Coordinating Unit, Lincoln.; Nebraska State Dept. of Education, Lincoln.; Office of Education (DHEW), Washington, D.C.

Pub Date—77

Note—333p.

EDRS Price MF-$0.83 HC-$18.07 Plus Postage.

Descriptors—Adolescents, Adults, Behavioral Objectives, *Case Studies, Children, Course Content, Course Evaluation, *Curriculum Development, Curriculum Guides, Demonstration Programs, Diabetes, *Diseases, Infants, Learning Activities, Models, *Nursing, Post Secondary Education, Pregnancy, *Professional Continuing Education, *Refresher Courses, State Programs

Identifiers—Nebraska

The project reported here was done to design and implement a model curriculum for a nurse refresher course to update the unemployed nurse's knowledge and skills in preparation for a return to employment. This report begins with an abstract of the project, a course evaluation based on the second of two field tests, and a brief course syllabus. The remainder of the content consists of the detailed course outline which includes the following: Unit 1 (Introduction), Unit 2 (Update in Nursing–health care, nursing, and nursing practice), and ten case studies of several disease processes and life events that require nursing care. Both units and the case studies include behavioral objectives, content outline, and suggested methods, materials, and assessment methods (expected outcomes). Topics of the case studies, varying in length from five to nineteen pages and each covering the case and related nursing content, are normal newborn; toddler with a head injury; adolescent with ulcerative colitis; young adult with diabetes; young adult with leukemia and thrombophlebitis; pregnancy, labor, delivery, puerperium, and postpartum psychosis; adult with myocardial infarction and a pacemaker; older adult with emphysema and congestive heart failure; older adult with a cataract and transurethral resection; and elderly patient with arthritis and total hip replacement. (EM)

ED 145 151 CE 012 803

Whitman, Patricia D.

Shorthand Research Project. Final Report.

Journal Cit—BBB09463

Los Angeles County Superintendent of Schools, Calif.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Mar 77

Contract—19-10199-C-6-010

Note—67p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Business Education, Business Subjects, Comparative Analysis, Educational Research, *High School Students, *Low Ability Students, *Methods, Methods Research, Office Occupations, Secondary Education, Senior High Schools, *Skill Development, *Stenography

Identifiers—California, Century 21 Shorthand, Forkner Shorthand, Gregg Shorthand, Landmark Shorthand

This project was designed to answer the following questions: Is it possible for secondary school office education students to develop an entry level shorthand skill of 90 words per minute with one year of instruction? Is the current dominant system the most effective to use to obtain entry level skill in one year? Is there one system more effective than others for low ability students? At what speeds are students able to transcribe dictation with 97% accuracy in each of the four shorthand systems at the end of two semesters? Two symbol systems (Gregg and Century 21) and two alphabetic systems (Landmark and Forkner) were selected. Subjects were first-semester shorthand students in sixteen high schools in Los Angeles County. Shorthand teachers received inservice education to insure the use of appropriate methods. Results follow: (1) An insignificant number of students in any of the systems was able to take shorthand at 90 words per minute. (2) Since none of the systems enabled students to obtain an entry level skill, a dominant system could not be determined. (3) There is sufficient evidence to support the statement that, for the students in the study, the Forkner system allows low ability students to perform at a higher level than the other three systems. (4) Transcription speeds of students in the study were highest using Century 21 and Forkner. (SH)

ED 145 152 CE 012 804

Jones, Charles I. Lawson, Patricia

Developing A Performance Based Professional Development Program For Vocational Administrators. Final Report.

Journal Cit—BBB09463

Marshall Univ., Huntington, W. Va. Dept. of Occupational, Adult, and Safety Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—25 Feb 77

Contract—G007500441

Note—56p.; For related documents see CE 012 804-816 ; Some parts of this document may not reproduce clearly due to pages with colored backgrounds

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Administrator Education, *Individualized Curriculum, Inservice Education, *Job Skills, *Material Development, *Performance Based Education, Post Secondary Education, Program Descriptions, Program Development, Secondary Education, Vocational Directors, *Vocational Education

Identifiers—West Virginia

The project was designed to develop and test instructional packages from a selected list of 149 competencies (identified in a separate study done by North Carolina State University) needed by vocational administrators for effectively administering vocational education in local education agencies. The packages were designed for use in West Virginia, but with a high level of transportability. Project activities included developing alternative techniques and instruments for assessing competency levels of individual vocational administrators, then constructing and evaluating performance based units and modules for each competency. The project resulted in twelve instructional units based on each of twelve competencies selected from a total of thirty major competency areas comprised of the original list of 149 essential competencies. (This report of the project includes the list of 149 essential competencies and the resulting thirty major competency areas and their respective subskill areas.) (SH)

ED 145 153 CE 012 805

Scarborough, Cayce

Organize and Direct the Total Vocational Program.

Journal Cit—BBB09463

Marshall Univ., Huntington, W. Va. Dept. of Occupational, Adult, and Safety Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—[77]

Note—24p.; For related documents see CE 012 804-816 ; Marginal legibility due to colored backgrounds of some pages

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Administrator Education, Curriculum Guides, Individual Development, Individualized Curriculum, Inservice Education, Job Skills, Leadership Qualities, *Leadership Training, *Learning Activities, Learning Modules, Post Secondary Education, *Program Administration, Program Development, Program Evaluation, Resource Materials, Secondary Education, Simulation, *Vocational Education

One of twelve individualized performance-based modules, each based on a major competency needed by vocational administrators for effectively administering vocational education in local education agencies, this module focuses on developing an understanding of competencies needed, and the self-concept necessary, to organize and direct a total vocational program. Activities are primarily based on having the learner read suggested material related to the subject. Content is organized as follows: introductory section, terminal objective, summary of content, procedures, suggested resources, pretest, posttest, and learning activities, which include one simulation exercise. (SH)

ED 145 154 CE 012 806

Scarborough, Cayce

Establish and Maintain Linkages Between Vocational and General Education.

Journal Cit—BBB09463

Marshall Univ., Huntington, W. Va. Dept. of Occupational, Adult, and Safety Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—[77]

Note—22p.; For related documents see CE 012 804-816 ; Some parts of this document may not reproduce clearly due to pages with colored backgrounds

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Administrator Education, Curriculum Guides, *Educational Coordination, *General Education, Individualized Curriculum, Inservice Education, *Learning Activities, Learning Modules, *Performance Based Education, Post Secondary Education, Secondary Education, *Vocational Education

This document is one of twelve individualized performance-based modules, each based on a major competency needed by vocational administrators for effectively administering vocational education in local education agencies. The module focuses on developing competency in establishing and maintaining linkages between vocational and general education through the following activities: explaining the sociological concept of linkage and how the ideas can be used to clarify relationships in educational programs, explaining the necessity of linkages between general and vocational education, and identifying the procedures to be followed in establishing and maintaining linkages through vocational education and general education. Activities are primarily based on having the learner read a list of suggested materials related to the subject area. Module content is organized as follows: introductory section, terminal objective, summary of content, procedures, suggested resources, learning activities, pretest, posttest, and a simulation exercise. (SH)

ED 145 155 CE 012 807

Hofstrand, Richard K.

Organizing and Directing a Program of Inservice Staff Development.

Journal Cit—BBB09463

Marshall Univ., Huntington, W. Va. Dept. of Occupational, Adult, and Safety Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—[77]

Note—32p.; For related documents see CE 012 804-816 ; Some parts of this document may not reproduce clearly due to pages with colored backgrounds

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Administrator Education, Curriculum Guides, Educational Resources, Individualized Curriculum, Inservice Education, *Inservice Programs, Inservice Teacher Educa-

tion, Learning Activities, Learning Modules, Performance Based Education, Post Secondary Education, *Program Administration, *Program Development, Program Evaluation, Program Planning, Resource Materials, Secondary Education, Simulation, *Staff Improvement, *Vocational Education

This module is one of twelve individualized performance-based modules, each based on a major competency needed by vocational administrators for effectively administering vocational education in local education agencies. The module focuses on developing competency in the following area and subareas: organizing and directing a continuous and school-wide program of inservice staff development which includes describing (1) the "what" and "why" of inservice staff development, (2) a plan and procedures for assessing needs and wants for inservice staff development, including principles of adult learning and instructional methods and techniques, (3) the kinds of resources available for inservice staff development, (4) incentives for staff members to participate in educational activities, (5) a plan for effective evaluation, and (6) administrative plan for directing a successful program of staff development. Activities are primarily based on having the learner read suggested material related to the subject. Content is organized as follows: introductory section, terminal objective, summary of content, procedures, specific objectives, suggested resources, and learning activities, which include eight simulation exercises. (SH)

ED 145 156 CE 012 808

Lawson, Patricia

Writing and Stating Characteristics of Persons Who Qualify as Handicapped or Disadvantaged.

Journal Cit—BBB09463

Marshall Univ., Huntington, W. Va. Dept. of Occupational, Adult, and Safety Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—[77]

Note—24p.; For related documents see CE 012 804-816 ; Some parts of this document may not reproduce clearly due to pages with colored backgrounds

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Administrator Education, Curriculum Guides, *Disadvantaged Youth, *Handicapped, *Individual Characteristics, Individualized Curriculum, Inservice Education, *Learning Activities, Learning Modules, Performance Based Education, Post Secondary Education, Resource Materials, Secondary Education, *Vocational Education

This module is one of twelve individualized performance-based modules, each based on a major competency needed by vocational administrators for effectively administering vocational education in local education agencies. (The modules are the result of a project designed to develop and test instructional packages for use in performance-based vocational administrator education in West Virginia, but with a high level of transportability.) The module focuses on what criteria must be examined to establish a person as handicapped or disadvantaged, and sources for establishing or modifying programs for the handicapped or disadvantaged. The activities are primarily based on having the learner read a list of suggested materials and participate in a discussion or meeting related to the subject. The following are included: introduction, terminal objective, summary of content, procedures, suggested resources (documents and a facility), pretest, posttest, learning activities, and an answer manual. (SH)

ED 145 157 CE 012 809

Mechan, Merrill L. Hoffman, Joseph L.

Coordinating Vocational Curriculum Development. Mini-Module Number 1.3.

Journal Cit—BBB09463

Marshall Univ., Huntington, W. Va. Dept. of Occupational, Adult, and Safety Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—[77]

Note—139p.; For related documents see CE 012 804-816. For related minimodules see CE 012 813 and -815; Some parts may not reproduce clearly due to pages with colored backgrounds

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—*Administrator Education, *Curriculum Development, Curriculum Guides, *Curriculum Planning, Individualized Curriculum, Inservice Education, *Learning Activities, Learning Modules, Performance Based Education, Post Secondary Education, Resource Materials, Secondary Education, Skill Development, *Vocational Education

This module is the third of a series of three separate, but unified by process, minimodules, all of which are part of a larger set of twelve individualized performance-based modules, each based on a major competency needed by vocational administrators for effectively administering vocational education in local education agencies. The module focuses on developing the following competencies which vocational administrators need while attempting to coordinate vocational curriculum development: (1) initiate, monitor, and summarize vocational curriculum development efforts and prepare and distribute reports of such activities, (2) compare vocational curriculum development efforts individually through the service area committees, and through vocational curriculum consultants, and (3) adjust, recycle, and approve vocational curriculum subsystems and/or courses of study. Module content is arranged as follows: introductory section, terminal objective, summary of content, procedures, module resources, pretest, learning activities and activity sheets, and posttest. The appendixes contain a sample curriculum and a curriculum evaluation instrument (with directions), which are to be used with the learning activities. (SH)

ED 145 158 CE 012 810

Key, James P.

Advisory Committees in Vocational Administration.

Journal Cit—BBB09463

Marshall Univ., Huntington, W. Va. Dept. of Occupational, Adult, and Safety Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—[77]

Note—37p.; For related documents see CE 012 804-816 ; Some parts of this document may not reproduce clearly due to pages with colored backgrounds

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Administrator Education, *Advisory Committees, Curriculum Guides, Federal Legislation, Individualized Curriculum, Inservice Education, *Learning Activities, Learning Modules, National Organizations, *Performance Based Education, Post Secondary Education, Program Administration, Resource Materials, Secondary Education, State Agencies, *Vocational Education

Identifiers—National Advisory Council on Vocational Education

One of twelve individualized performance-based modules, each based on a major competency needed by vocational administrators for effectively administering vocational education in local education agencies, this module focuses on the operation and functions of the National Advisory Council on Vocational Education, the functions of the state advisory council, and how to organize, utilize, and evaluate local advisory committees. The activities are primarily based on having the learner read a list of suggested materials and participate in a discussion or meeting related to the subject. Included in the module are an introductory section, terminal objective, summary of content, procedures, suggested resources, pretest, posttest, learning activities, and an answer sheet. (SH)

ED 145 159 CE 012 811

Lawson, Patricia

Effective Writing for Vocational Administration.

Journal Cit—BBB09463

Marshall Univ., Huntington, W. Va. Dept. of Occupational, Adult, and Safety Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—[77]

Note—25p.; For related documents see CE 012 804-816 ; Some parts of this document may not reproduce clearly due to pages with colored backgrounds

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Administrator Education, *Communication Skills, Curriculum Guides, Individualized Curriculum, *Learning Activities, Learning Modules, Performance Based Education, Post Secondary Education, Program Administration, Secondary Education, *Skill Development, *Vocational Education, *Writing Skills

One of twelve individualized performance-based modules, each based on a major competency needed by vocational administrators for effectively administering vocational education in local education agencies, this module focuses on developing competency in effective writing through the following activities: writing functional sentences that communicate thoughts clearly and precisely, organizing writing to appropriately convey thought to a particular audience, and writing business letters and memos and writing reports according to vocational standards. The activities are based on having the learner read suggested materials related to the subject area. Module content is organized as follows: introductory section, terminal objective, summary of content, procedures, suggested resources, and learning activities, which include a simulation exercise. (SH)

ED 145 160 CE 012 812

Juby, Marcus

Industry Relations with Vocational Education.

Journal Cit—BBB09463

Marshall Univ., Huntington, W. Va. Dept. of Occupational, Adult, and Safety Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—[77]

Note—22p.; For related documents see CE 012 804-816 ; Some parts of this document may not reproduce clearly due to pages with colored backgrounds

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Administrator Education, Communication Skills, Community Resources, *Cooperative Planning, Cooperative Programs, Curriculum Guides, Individualized Curriculum, Inservice Education, *Learning Activities, Learning Modules, Post Secondary Education, *Program Planning, Resource Materials, *School Community Cooperation, *School Industry Relationship, Secondary Education

This module is one of twelve individualized performance-based modules, each based on a major competency needed by vocational administrators for effectively administering vocational education in local education agencies. The module focuses on developing competency in understanding the need for cooperation with industry and in planning cooperative programs through the following activities: listing motivational factors which encourage industry and people to become involved in education, identifying specific industry service areas available

to public education, describing in writing the major techniques used by educators to involve industry with education, and demonstrating an ability to plan and communicate with industry leaders. Activities are primarily based on having the learner read suggested material related to the subject. Content is organized as follows: introductory section, terminal objective, summary of content, procedures, suggested resources, pretest, learning activities, posttest, and an answer manual. (SH)

ED 145 161 CE 012 813

Mechan, Merrill L. Hoffman, Joseph L.

Organizing for Vocational Curriculum Development. Mini-Module Number 1.2.

Journal Cit—BBB09463

Marshall Univ., Huntington, W. Va. Dept. of Occupational, Adult, and Safety Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—[77]

Note—28p.; For related documents see CE 012 804-816. For related minimodules see CE 012 809 and -815; Some parts of this document may not reproduce clearly due to pages with colored backgrounds

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Administrator Education, *Curriculum Development, Curriculum Guides, *Curriculum Planning, Individualized Curriculum, *Learning Activities, Learning Modules, Performance Based Education, Post Secondary Education, Resource Materials, Secondary Education, Skill Development, *Vocational Education

This module is the second of a series of three separate, but unified by process, minimodules, all of which are part of a larger set of twelve individualized performance-based modules, each based on a major competency needed by vocational administrators for effectively administering vocational education in local education agencies. The module focuses on developing competencies involved with the determination of work roles and functions, the establishment of a sequential flow chart of critical activities, the setting of time lines, the establishment of work conditions, the locating and securing of materials for curriculum development team workers, and organizing and utilizing communication systems. The activities are primarily based on having the learner read a list of suggested materials related to the subject. An introductory section, terminal objective, summary of content, procedures, suggested resources, pretest, posttest, learning activities which are presented in a series of tasks, and activity sheets are included. (SH)

ED 145 162 CE 012 814

Juby, Marcus

Translating Educational Programs into Facility Requirements.

Journal Cit—BBB09463

Marshall Univ., Huntington, W. Va. Dept. of Occupational, Adult, and Safety Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—[77]

Note—27p.; For related documents see CE 012 804-816 ; Some parts of this document may not reproduce clearly due to pages with colored backgrounds

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Administrator Education, Curriculum Guides, *Educational Specifications, *Facility Planning, *Facility Requirements, Individualized Curriculum, Inservice Education, Learning Activities, Learning Modules, Performance Based Education, Post Secondary Education, Resource Materials, Secondary Education, Skill Development, *Vocational Education

One of twelve individualized performance-based modules, each based on a major competency needed by vocational administrators for effectively administering vocational education in local education agencies, this module focuses on developing competency in the following areas: writing educational specifications, describing the differences between learning and auxiliary areas, and listing the planning considerations involved in the planning of occupational preparation facilities. Module content is organized as follows: introductory section, terminal objective, summary of content, procedures, suggested resources, pretest, posttest, learning activities, and an answer manual. Activities are primarily based on having the learner read a list of suggested materials related to the subject. (SH)

ED 145 163 CE 012 815

Mechan, Merrill L. Hoffman, Joseph L.

Planning for Vocational Curriculum Development. Mini-Module Number 1.1.

Journal Cit—BBB09463

Marshall Univ., Huntington, W. Va. Dept. of Occupational, Adult, and Safety Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—[77]

Note—61p.; For related documents see CE 012 804-816. For related minimodules see CE 012 809 and -813; Some parts of this document may not reproduce clearly due to pages with colored backgrounds

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Administrator Education, *Curriculum Development, Curriculum Guides, *Curriculum Planning, Individualized Curriculum, Inservice Education, *Learning Activities, Learning Modules, Performance Based Education, Post Secondary Education, Resource Materials, Secondary Education, Skill Development, *Vocational Education

This minimodule is the first of a series of three separate, but unified by process, minimodules, all of which are part of a larger set of twelve individualized performance-based modules, each based on a major competency needed by vocational administrators for effectively administering vocational education in local education agencies. The module focuses on identifying and in some cases completing the major components and procedures of curriculum development which vocational administrators need while attempting to plan curriculum development. The activities are primarily based on having the learner read a list of suggested materials related to the subject. An introductory section, terminal objective, summary of content, procedures, suggested resources, pretest, posttest, learning activities which are presented in a series of tasks, and activity sheets are included. (SH)

ED 145 164 CE 012 816

Shill, James F.

Developing a System for Evaluating Instruction.

Journal Cit—BBB09463

Marshall Univ., Huntington, W. Va. Dept. of Occupational, Adult, and Safety Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—[77]

Note—40p.; For related documents see CE 012 804-816 ; Some parts of this document may not reproduce clearly due to pages with colored backgrounds

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Administrator Education, Cost Effectiveness, Curriculum Guides, *Evaluation Methods, Individualized Curriculum, *Learning Activities, Learning Modules, Measurement Instruments, Performance Based Education, Post Secondary Education, *Program Evaluation, Program Improvement, Secondary Education, Student Evaluation, *Systems Development, Teacher Evaluation, *Vocational Education, Vocational Followup

This module is one of twelve individualized performance-based modules, each based on a major competency needed by vocational administrators for effectively administering vocational education in local education agencies. Designed to prepare local leaders for evaluation activities in vocational centers, comprehensive high schools, and community colleges, the module focuses on developing competency in the following areas: determining instructional evaluation needs, designing an instructional evaluation system, developing a cost-benefit profile, and utilizing evaluation results in program planning and instructional improvement. The activities are based on having the learner read suggested material related to the subject area. Module content is organized as follows: introductory section, terminal objective, summary of content, procedures, suggested resources, pretest, learning activities, posttest, and answer manual. (SH)

ED 145 165 CE 012 820

Lawson, William H.

Use of Special Vocational Preparation and General Education Development Job Data by Instructional Institutions. Final Report.

Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date—May 76

Note—43p.; Not available in HC due to marginal legibility

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Career Planning, Curriculum Development, Educational Development, Federal Programs, *Information Utilization, *Job Skills, *Job Training, Management Information Systems, *Manpower Development, Manpower Utilization, Military Organizations, Occupational Guidance, *Occupational Information, Private Agencies, Public Schools, Regional Planning, Skill Development, Technical Institutes, Vocational Counseling, Vocational Education

Identifiers—Dictionary of Occupational Titles, *General Educational Development, *Specific Vocational Preparation

The study reviewed the application of General Education Development (GED) and Specific Vocational Preparation (SVP) data (as categorized by the "Dictionary of Occupational Titles"–DOT) to educational institutions, manpower agencies, and private foundations in curriculum development, area planning, management information systems, and career counseling and guidance activities. Additionally, the study reviewed the military agencies to determine any possible uses of the DOT and/or its worker trait components, including the GED and SVP. The results follow: There is no published evidence of any systematic and comprehensive use of GED and SVP data in curricula development, area planning, management information systems, or career counseling and guidance by any educational institutions; however, GED and SVP data can be effectively and efficiently utilized in all these areas with some knowledge and expertise of their limitations; disseminated occupational data from the U.S. Department of Labor should be more effectively utilized by educational institutions, especially since the Federal role in developing and disseminating this information provides a high degree of objectivity and acceptability for local uses in area planning; and, finally, the major limitations to using GED and SVP data are the lack of knowledge and understanding of the DOT and its worker-trait information. (BM)

ED 145 166 CE 012 822

Morrisohn, John P.

Instructional Programming: Development and Validation of Instructional Modules for Graphic Production Programs. A Research and Development Report.

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Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
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Descriptors—Commercial Art, Community Colleges, Curriculum Design, Curriculum Evaluation, *Graphic Arts, *Individualized Curriculum, *Instructional Materials, Junior Colleges, Layout (Publications), *Learning Modules, *Material Development, Photography, Program Effectiveness, Program Evaluation

The purpose of the study was to develop and validate individualized instructional modules for graphic production at the community college level. Seven components of the research and development process were product selection, literature review, planning, development of the preliminary form of the product, preliminary field test and product revision, main field test and product revision, and operational field test and product revision. Three modules were developed covering the areas of design, paste up, and process camera. Each contained a flow chart of the module structure, a rationale, performance objectives, learning activities, a posttest, and a summation. The modules were field tested and revised by administering a pretest to the students and calculating the percentage of students attaining a score of 80% or better on a posttest for each unit. The effectiveness of the design was significant since well over 90% of the students scored 80% or higher on the posttest, and over 80% of the participants in the operational field test evaluated the modules as being very appropriate. (Module flow charts, a module evaluation form, and the three instructional modules are appended to this report.) (BL)

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This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors*, are in alphabetical order.

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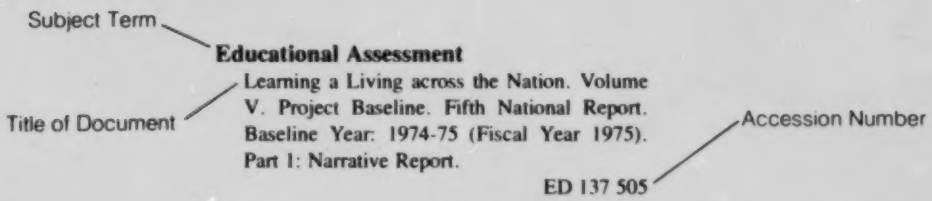
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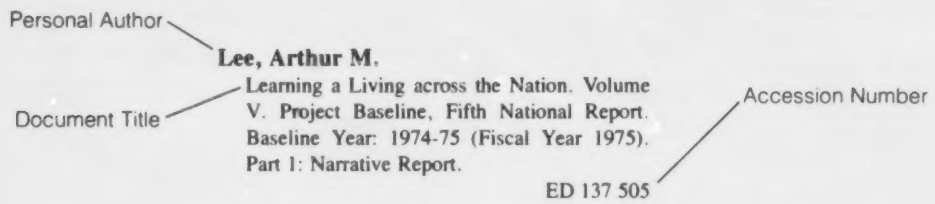
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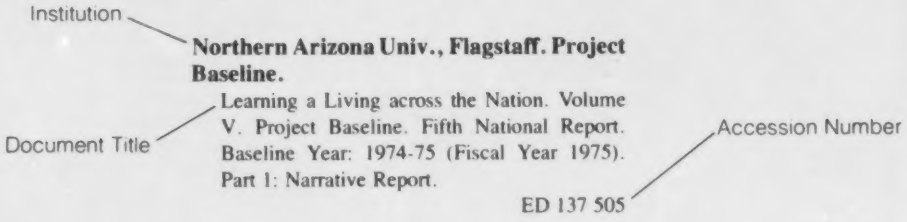
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ED 142 835
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ED 145 125
Implementing Competency-Based Instruction in Vocational Education. Competency-Based Administrator Education Module.
ED 145 122
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ED 145 126
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ED 142 799
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ED 145 127
Planning Vocational Education Programs for the Disadvantaged and Handicapped. Competency-Based Administrator Education Module.
ED 145 123
Preparing Local Plans for Administering Vocational Education. Competency-Based Administrator Education Module.
ED 145 124
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ED 142 799
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Building Construction. Competency-Based Education Curriculum.
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ED 142 788
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ED 142 789

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Professional Education Competencies Needed by Beginning VTAE Teachers. Final Report.
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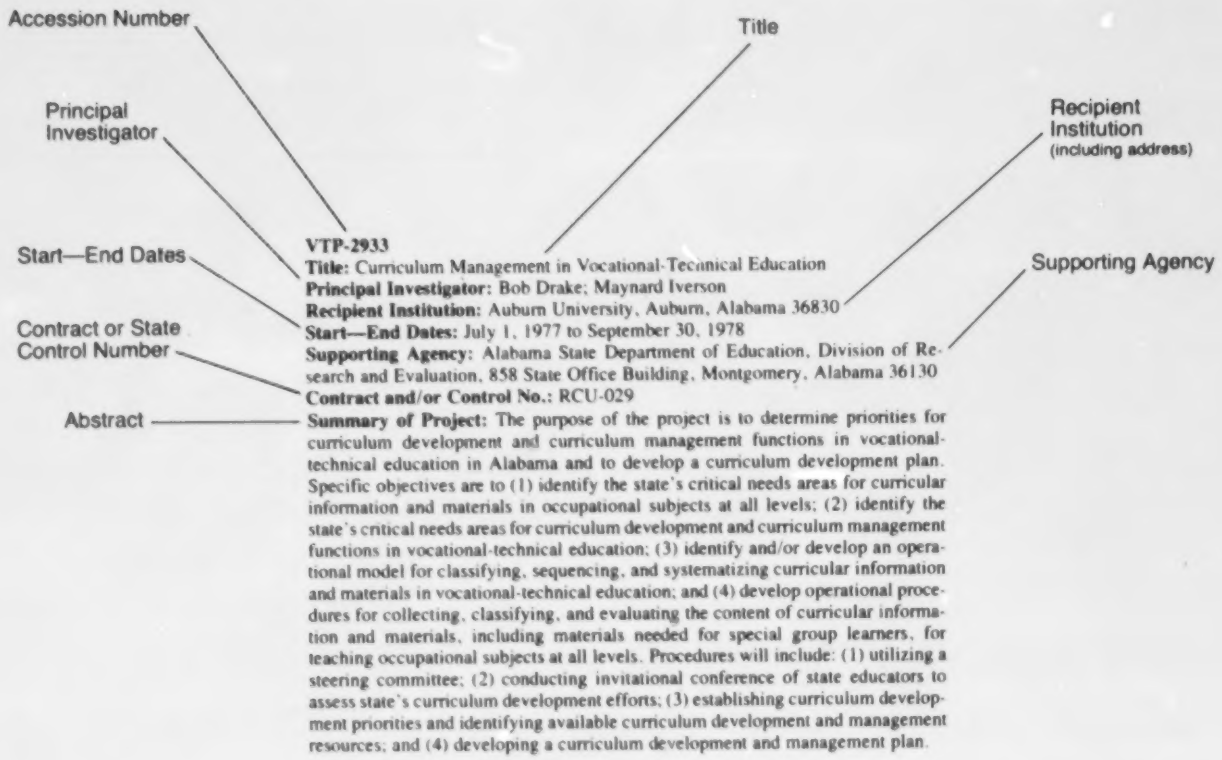
ED 142 839

Sample Project Resume



VTP-2933
Title: Curriculum Management in Vocational-Technical Education
Principal Investigator: Bob Drake; Maynard Iverson
Recipient Institution: Auburn University, Auburn, Alabama 36830
Start—End Dates: July 1, 1977 to September 30, 1978
Supporting Agency: Alabama State Department of Education, Division of Research and Evaluation, 858 State Office Building, Montgomery, Alabama 36130
Contract and/or Control No.: RCU-029

Summary of Project: The purpose of the project is to determine priorities for curriculum development and curriculum management functions in vocational-technical education in Alabama and to develop a curriculum development plan. Specific objectives are to (1) identify the state's critical needs areas for curricular information and materials in occupational subjects at all levels; (2) identify the state's critical needs areas for curriculum development and curriculum management functions in vocational-technical education; (3) identify and/or develop an operational model for classifying, sequencing, and systematizing curricular information and materials in vocational-technical education; and (4) develop operational procedures for collecting, classifying, and evaluating the content of curricular information and materials, including materials needed for special group learners, for teaching occupational subjects at all levels. Procedures will include: (1) utilizing a steering committee; (2) conducting invitational conference of state educators to assess state's curriculum development efforts; (3) establishing curriculum development priorities and identifying available curriculum development and management resources; and (4) developing a curriculum development and management plan.

PROJECTS IN PROGRESS

The resumes in this section announce ongoing research and curriculum development projects funded by the Vocational Education Amendments of 1976 (PL-94-482).

The projects are arranged alphabetically, first by state and then by title within each state.

Complete names and addresses are provided for both the individuals or organizations conducting the research and for the funding agencies.

VTP-3105

Advertising Services: A Suggested Curriculum Guide (Phase I).
Principal Investigator: Wray, Ralph D.
Recipient Institution: Illinois State University, Department of Business Education and Administrative Services, Normal, Illinois 61761
Start—End Dates: Start Date 1 Feb 78; End Date 30 Jun 78
Supporting Agency: Illinois State Office of Education, 100 North First Street, Springfield, Illinois 62777
Contract and/or Control No.: RD3-A8-583
Summary of Project: This project will complete developmental activities which will culminate in content for a guide, "Advertising Services: A Suggested Curriculum Guide." This project will (1) determine job competencies for the particular occupational area including minimum competencies for job entry; (2) determine career ladders and criteria for promotion; (3) formulate cluster instructional objectives; and (4) determine teaching strategies and learning activities for each goal. The procedures will be to (1) formulate a listing of specific occupations and competency statements; (2) establish a panel of experts and conduct validation interviews; (3) prepare career ladders and statements of criteria for promotion; (4) prepare statements of what students are expected to learn as a result of instruction; (5) prepare suggested learning activities designed to enable students to acquire needed competencies; and (6) duplicate copies of materials developed in Phase I. (Sec. 133)

VTP-3106

Competency Based Curriculum Guide in High School Horticulture.
Principal Investigator: Polaskey, Norman
Recipient Institution: Bremen High School District 228, 15233 South Pulaski Road, Midlothian, Illinois 60445
Start—End Dates: Start Date 1 Feb 78; End Date 30 Jun 78
Supporting Agency: Illinois State Office of Education, 100 North First Street, Springfield, Illinois 62777
Contract and/or Control No.: RD3-A8-592
Summary of Project: The project will conduct a feasibility study to determine the potential utilization of this curriculum and conduct a Task Analysis to determine job competencies for the Ornamental Horticulture Industry, including minimum competencies for job entry and criteria for promotion. The project will formulate measurable performance objectives, criteria referents, and develop and verify evaluative instruments to determine teaching and evaluation strategies for each goal. Learner activity materials will be developed to support the learning of measurable objectives by students and individual modules will be validated to determine if the instructional materials successfully teach the students for whom they were designed. The project will implement and field test the effectiveness of the entire system and followup on program completers to determine the long-range effectiveness of the system. Procedures will include: (1) reviewing current trends to identify future labor projections in Ornamental Horticulture by February 15, 1978; (2) surveying existing documents and training materials, interviewing employers and employees, as well as other content specialists to determine job competencies by March 1, 1978; (3) reviewing Task Analysis in order to formulate student performance objectives by March 15, 1978; (4) producing, verifying, and field testing evaluative instruments by April 15, 1978; (5) developing competency-based curriculum guide, including lesson plans, bibliography of material resources and methodologies by April 15, 1978; (6) trying out and modifying the instructional materials on small groups of students beginning April 15, 1978; (7) implementing the entire system to a group of 30 students, then to several groups and collecting data and modifying where necessary beginning July 15, 1978; and (8) surveying successful program completers to determine if objectives were valid and relevant to them beginning February 1, 1979. (Sec. 133)

VTP-3107

Computerized Career Information Program.
Principal Investigator: Teal, JackMusgrove, Paul
Recipient Institution: Illinois Central College and Tri-County Industry-Education-Labor Council, P.O. Box 2400, East Peoria, Illinois 61635
Start—End Dates: Start Date 1 Jan 78; End Date 30 Sep 78
Supporting Agency: Illinois State Office of Education, 100 North First Street, Springfield, Illinois 62777
Contract and/or Control No.: RD2-A8-570
Summary of Project: The major objectives in this proposal request are related to obtaining a comprehensive and current career information system that would provide the information necessary in the career decisionmaking process. This includes: (1) identification of general career interest patterns; (2) general career information for 450 occupations; (3) local career information for 1,400 basic job titles; and (4) college information for 1,600 colleges and information on sources of financial assistance. Procedures for obtaining the computerized career information will require the individual to work with an existing public or private organization involved in providing career decisionmaking assistance. Multiple choice questionaires will be processed, and computer printouts of the requested information will be returned within a one-week time period to the organization working with the individual. (Sec. 134)

VTP-3108

Consortium of Vocational Educators and Employers, 1977-78.
Principal Investigator: Davis, Rose AnneFinn, Harold E.
Recipient Institution: Education Services Region, Edwardsville, Illinois
Start—End Dates: Start Date 1 Oct 77; End Date 30 Jun 78
Supporting Agency: Illinois State Office of Education, 100 North First Street, Springfield, Illinois 62777
Contract and/or Control No.: RD2-A8-543
Summary of Project: The project will design a functional system for determining area manpower needs and foster and promote inservice training and education for school faculty, staff, and administrators. It will establish and maintian an articulation procedure between and among education and training institutions. The employment community can serve as liaison between local interests and the staff of the Department of Adult, Vocational, and Technical Education in the Illinois Office of Education in matters related to Consortium objectives. The public will be informed of vocational and technical education activities in Southwestern Illinois and senior educational institutions will be influenced to establish preservice/inservice programs in career education. Active participation of business, industry, labor, and other

appropriate organizations in area vocational program planning will be encouraged and expanded. Procedures will include: (1) soliciting memberships from educators and employers and producing membership roster and a directory of training resources; (2) conducting quarterly membership meetings and monthly board of directors meetings and preparing an economic profile of the region; (3) developing a community resources directory and attending the National Association for Industry-Education Cooperation annual convention; (4) participating in the Southwestern Illinois Industrial Exhibition and developing inservice plans for seminars for vocational teachers; and (5) identifying and prioritizing specific problems which hinder work program development. Products to be delivered include: (1) a membership roster and a directory of training resources; (2) an economic profile of the region; (3) a community resources directory; and (4) inservice plans for seminars for vocational teachers. (Sec. 132)

VTP-3109

Curriculum Guides for Marketing and Distributive Education-Field Test.
Principal Investigator: Harris, E. Edward
Recipient Institution: Northern Illinois University, De Kalb, Illinois 60115
Start—End Dates: Start Date 1 Nov 77; End Date 30 Jun 78
Supporting Agency: Illinois State Office of Education, 100 North First Street, Springfield, Illinois 62777
Contract and/or Control No.: RD3-B8-563
Summary of Project: Objectives are to (1) field test and revise the rough drafts of the following four marketing and distributive education curriculum guides: General Marketing, Food Marketing, Wholesaling, and General Retail Merchandising, that were developed and duplicated in the first draft form during the 1976-77 school year; (2) print and disseminate the four curriculum guides identified in objective number one through inservice training workshops and through the Curriculum Publications Clearinghouse at Western Illinois University; (3) conduct inservice, drive-in training seminars at six selected locations within the state of Illinois for teachers and administrators desiring to update the curriculums in the field of marketing and distributive education at the secondary and community college levels; and (4) conduct an intensive three-week marketing and distributive education curriculum development workshop. Procedures will be to (1) field test and revise the following four first-draft copies of the curriculum guides that were developed by Dr. E. Edward Harris, Northern Illinois University, RFP Code C-7: General Marketing, Food Marketing, Wholesaling, and General Retail Merchandising; (2) print and disseminate the curriculum guides through a series of six inservice training workshops throughout the State of Illinois, and (3) conduct a three-week intensive marketing and distributive education curriculum workshop. Products to be delivered will include: 1,000 copies of the curriculum planning guide, 700 copies of the general marketing guide, 500 copies of the food marketing guide, and 500 copies of the wholesale guide. (Sec. 133)

VTP-3110

Demonstration Center for Child Care Training.
Principal Investigator: Swift, Joan W.
Recipient Institution: City Colleges of Chicago, Chicago, Illinois
Start—End Dates: Start Date 1 Sep 77; End Date 30 Jun 78
Supporting Agency: Illinois State Office of Education, 100 North First Street, Springfield, Illinois 62777
Contract and/or Control No.: RD2-A8-544
Summary of Project: The intent of the project is to provide vocational educators at the secondary and postsecondary level with information, curriculum materials, teaching methods and techniques, and resources in the fields of child care, social service, and homemaker training for the purpose of improving the quality of career education in these fields. These objectives will be met through the maintenance of a Demonstration Resource Center in a central location in Chicago available on an individual and/or group basis to vocational educators in human service related fields, through monthly seminars, and a two-day workshop to be held in the Spring. A monthly flyer will be developed to keep interested faculty and administrators aware of the Center's activities. A descriptive inventory/catalog of child care instructional materials will be delivered. (Sec. 132)

VTP-3111

Development of a Public Supported Educational Program for Young Farmers and Agribusiness Persons in Illinois.
Principal Investigator: Quarles, Thomas
Recipient Institution: Western Illinois University, Macomb, Illinois 61455
Start—End Dates: Start Date 1 Feb 78; End Date 30 Jun 78
Supporting Agency: Illinois State Office of Education, 100 North First Street, Springfield, Illinois 62777
Contract and/or Control No.: RD1-A8-582
Summary of Project: This project will conduct a needs assessment of young farmer programs in the state of Illinois by: (1) conducting a series of interface meetings involving selected agricultural leaders to become aware of problems and current emphasis on existing young farmer work and (2) identifying and studying the needs of young farmer programs both now and in the future. The project will develop criteria for conducting meaningful young farmer programs in the future and recommend any needed changes in funding at the local public school level to encourage the development of young farmer programs in each community in the state which possesses an agricultural occupations education program. Alternative programs or systems will be developed and studied, if needed, in order to develop a quality young farmer program in Illinois. The best alternative young farmer program will be selected and recommendations made for its implementation in Illinois. Procedures will include: (1) appointing and assembling an Illinois Young Farmer Study Council composed of one representative each from the agricultural education teacher training institutions in Illinois, the Illinois Association of Vocational Agriculture Teachers, the Illinois Association of Community College Agriculture Instructors, and the Division of Adult, Vocational and Technical Education, and two representatives of the Illinois Young Farmer Advisory Committee; (2) scheduling a series of three interface meetings to develop a program which will serve the educational needs of Illinois Young Farmers and Agribusiness Persons; and (3) evaluating the interface meetings by July 31, 1978, and extend the proposed program designed by this process to all agricultural occupations departments in Illinois by August 13, 1978. (Sec. 131)

VTP-3112

Diffusion Center of Information of Educational Service for Handicapped and Disadvantaged Students.
Principal Investigator: Donoho, G. Douglas
Recipient Institution: Mount Prospect Township High School District 214, Mount Prospect, Illinois 60056
Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78
Supporting Agency: Illinois State Office of Education, 100 North First Street, Springfield, Illinois 62777
Contract and/or Control No.: RD2-C8-516
Summary of Project: The project will insure that a complete and accurate description of all programs and services designed to meet the special needs of handicapped and disadvantaged students in District 214 is disseminated to key personnel within and outside of District 214. The project staff will coordinate inservice activities leading to more effective operation and special programs and services for handicapped and disadvantaged students in District 214. The staff will also develop plans and conduct evaluation to determine the impact of selected special programs on handicapped and disadvantaged students. Procedures will be to (1) prepare an acceptable plan for evaluation of selected special programs; (2) plan several inservice sessions to plan for a needs assessment program; (3) assess the means of communication among district staff; and (4) distribute a staff newsletter describing activities related to Diffusion Center Project. A diffusion center catalogue of Exemplary Programs and evaluation and process materials will be delivered. (Sec. 132)

VTP-3113

Dissemination and Service Programs for the Education of Disadvantaged and Handicapped Students.
Principal Investigator: Tetzlaff, Mary K.
Recipient Institution: Triton College, 2000 5th Avenue, River Grove, Illinois 60171
Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78
Supporting Agency: Illinois State Office of Education, 100 North First Street, Springfield, Illinois 62777
Contract and/or Control No.: RD2-C8-515
Summary of Project: The overall objective of the project is to establish and utilize a communications network of community colleges for the purpose of sharing and disseminating information to improve the educational experience of disadvantaged and handicapped students. This is a diffusion process which may include demonstration, inservice, and program development. Additionally, Triton College will continue to provide a service program for disadvantaged and handicapped students that will assist with dissemination efforts and will include the components of tutoring, counseling, vocational assessment, and assistance for instructors. To accomplish the above, Triton College will gain support through the Council of Presidents to organize a fall conference on the topic of disadvantaged and handicapped students at Illinois community colleges. Representatives from each community college district will be requested to attend this conference followed by additional conferences or workshops throughout the year. A steering committee will be developed to plan these activities and the project staff will provide for the facilities, information, and general organization. Triton College will also participate in other dissemination activities as developed by DAVTE, other project sites, and through direct consulting assistance to community colleges. Materials available through the project will be an S.O.S. manual for faculty, evaluation process materials, and tips for tutoring. (Sec. 132)

VTP-3114

Dissemination Workshop Project for Pre-Employment Skills and Follow-up on Placement Workshops.

Principal Investigator: Pollock, Steve

Recipient Institution: Edwards County Community Unit School District 1, Albion, Illinois

Start—End Dates: Start Date 1 Oct 77; End Date 30 Jun 78

Supporting Agency: Illinois State Office of Education, 100 North First Street, Springfield, Illinois 62777

Contract and/or Control No.: RD2-A8-550

Summary of Project: A series of one-half day workshops will be conducted throughout the state to disseminate the Pre-Employment Skills Curriculum Guide developed last year. A series of eight and one-half day workshops throughout the state will be given to provide information on placement options and inservice training for people working in placement offices. The Pre-Employment Skills Manual, Student Handbook, and CAPS manual will be produced. Persons attending the workshops will be given a copy of each manual. The placement newsletter that was started with the CAPS project will be continued and a working agreement with the Governor's Office of Manpower to train CETA staff statewide in the use of the Pre-Employment Skills and CAPS manuals will be developed. Services requested by school personnel as listed on the CAPS Evaluation Survey will be provided. Procedures will be to (1) meet with DAVTE staff assigned to the project and the project staff to select date, time, and place for each of the workshops; (2) contact with Edwards County High School Printing Department to print the manuals for the workshops and other materials for this project; (3) develop a format and mailing list for the newsletter for this project year; (4) conduct an evaluation survey in May to measure the effect of the workshop program; (5) have a staff meeting the day before each workshop to prepare for the meetings; (6) work with the balance of state CETA programs to provide printed materials and help to train these workers; and (7) develop a joint working relationship with CETA and DAVTE to provide services statewide. (Sec. 132)

VTP-3115

Field Test of Health Occupations Curriculum Guide.

Principal Investigator: Schriber, Peter E.

Recipient Institution: National Evaluation Systems, Incorporated, P.O. Box 226, Amherst, Massachusetts 01002

Start—End Dates: Start Date 1 Feb 78; End Date 30 Jun 78

Supporting Agency: Illinois State Office of Education, 100 North First Street, Springfield, Illinois 62777

Contract and/or Control No.: RD3-A8-584

Summary of Project: This project will accomplish a field test of the existing materials, as well as detailed reviews by content experts and curriculum development specialists, upon which revisions of the materials will be based. The field test project, and resulting revised guide, will contribute significantly to the usability, content accuracy, and managability of the Guide. Procedures will be to (1) identify content and curriculum specialists for Advisory Committee; (2) develop a comprehensive field test plan and instruments; (3) identify and support field test activities of 20 teachers; (4) analyze field test results and advisory committee evaluations; (5) revise the curriculum guide; and (6) print and deliver 500 copies of revised guide to AVTE. (Sec. 133)

VTP-3116

Handbook and Materials for Advisors, Students and Teacher-Educators of Vocational Student Organizations.

Principal Investigator: Paprocki, Wayne J.

Recipient Institution: Illinois Coordinating Council for Vocational Student Organizations, Sycamore, Illinois

Start—End Dates: Start Date 15 Oct 77; End Date 30 Jun 78

Supporting Agency: Illinois State Office of Education, 100 North First Street, Springfield, Illinois 62777

Contract and/or Control No.: RDE-A8-562

Summary of Project: In order to expand and improve the opportunities of vocational students to be involved in vocational student organizations, the major objectives of this project are to (1) revise and update the ICCVSO advisor's handbook to make it more functional and usable for all vocational student organizations and (2) to develop a Student Leadership Handbook by including in one handbook those areas of leadership that are mutual and relevant to all students of all vocational student organizations. Procedures will be to (1) establish a steering committee representative of all vocational student organizations within the constitutional structure of the ICCVSO; (2) subcontract with an appropriate postsecondary institution to develop the leadership handbooks for both advisor's and students; (3) secure steering committee approval of format for each handbook; (4) secure steering committee approval of content of handbook; (5) duplicate and distribute copies of completed handbooks to selected vocational educators and students in leadership positions in vocational education; and (6) field test the advisor's handbook and student leadership handbook and prepare an evaluation of both documents. (Sec. 131)

VTP-3117

Handicapped and Disadvantaged Implementation and Diffusion Network.

Principal Investigator: Rakers, Richard J.

Recipient Institution: Springfield School District 186, Springfield, Illinois

Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78

Supporting Agency: Illinois State Office of Education, 100 North First Street, Springfield, Illinois 62777

Contract and/or Control No.: RD2-C8-513

Summary of Project: This project aims to create an awareness of and to begin the demonstrative and diffusion of programs and services for handicapped and disadvantaged learners in the area of Vocational Education. By June 30, 1978, every LEA within West Central Region 3A will recognize and participate in the demonstrative/diffusion project and the project director will assist targeted LEA's in the planning and implementing of those activities which are of specific concern through a variety of delivery systems. The project will upgrade, continue, and expand those programs and services in the local LEA. By June 30, 1978, each high school attendance center will have devised a comprehensive model plan of activities and services for disadvantaged and handicapped and each will have developed a permanent, continuous comprehensive program of services and activities for handicapped and disadvantaged that will be an ongoing component of each center educational program objective. Procedures will be to (1) contract three workshops in West Central Region 3A; (2) conduct four days of onsite sessions for interested Region 3A LEA's; (3) provide consultant services to any interested LEA in Illinois; (4) participate in conventions where handicapped and disadvantaged programs and services are related; (5) participate in six project directors' meetings; and (6) work extensively with two other sites for inservice. Product(s) to be delivered will be SCOPE - a sequential programming guide, and numerous process manuals and programming guides. (Sec. 132)

VTP-3118

Handicapped and Disadvantaged Network Coordination, Dissemination and Diffusion Project.

Principal Investigator: Batsche, Catherine

Recipient Institution: Illinois State University, Normal, Illinois 61761

Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78

Supporting Agency: Illinois State Office of Education, 100 North First Street, Springfield, Illinois 62777

Contract and/or Control No.: RD2-A8-500

Summary of Project: In terms of collecting, coordinating, producing, and disseminating state level information concerning the demonstration phase, this project will serve as the focal point for the "Handicapped and Disadvantaged Implementation and Diffusion Network." Activities will include: (1) review, selection, editing, and reproduction of outstanding materials from each of the nine sites; (2) development of a catalogue describing the programs and services of each site; (3) development of a plan and necessary supporting materials for all statewide public relations efforts related to the project; (4) organization and management of a state-level conference on Handicapped and Disadvantaged; (5) making arrangements for project staff to appear on program agendas at national conference programs; and (6) inclusion of articles in state and national level journal and newsletters. The project will be implemented and carried out through a special contractual arrangement with Illinois State University at Normal, Illinois. The project budget will include provisions for a full-time project director and the necessary supportive and graphic design services to accomplish the tasks assigned. Due to the uniqueness of this project, the product(s) to be delivered will not be solely directed to AVTE, but instead to and for the nine Handicapped and Disadvantaged sites. Reproduction of outstanding materials may be dispersed from this project to the nine sites and other LEA's as requested. The materials and/or products will vary according to the objective of the nine Handicapped and Disadvantaged sites. (Sec. 132)

VTP-3119

Handicapped and Disadvantaged Project.

Principal Investigator: Strutrud, Carolyn

Recipient Institution: Sauk Area Career Center, Worth, Illinois

Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78

Supporting Agency: Illinois State Office of Education, 100 North First Street, Springfield, Illinois 62777

Contract and/or Control No.: RD2-C8-502

Summary of Project: Vocational Education program activities developed during Phase I and II for handicapped and disadvantaged students will be continued in this project. A Learning Resource Center will be expanded to include additional materials for special needs students. Activities for the handicapped and disadvantaged will be expanded and coordinated with vocational programs to increase employment opportunities for handicapped and disadvantaged students at Sauk Area Career Center (SACC). Demonstration activities will be conducted throughout the state. Activities devel-

oped during the earlier phases will be continued and/or modified to improve quality of services in each of the eight areas of concern. Project staff will work cooperatively with media staff and guidance/placement staff of implement plans made for the Learning Resource Center. Project staff will coordinate activities with the SACC Director and advisory committees to identify and improve entry-level job skill training. Activities will be conducted at three levels of dissemination: awareness, trial, and adaptation. Products to be delivered include: competency based instruction manual, pre-employment curriculum, carpentry manual for special needs students, videotapes and manuals for use in classes where sign language is used, and inservice activity brochures. (Sec. 132)

VTP-3120

Implementation and Diffusion Network for Handicapped and Disadvantaged Students.

Principal Investigator: Fransen, N. Gunnar

Recipient Institution: Rockford Area Vocational Center, Rockford, Illinois 61101

Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78

Supporting Agency: Illinois State Office of Education, 100 North First Street, Springfield, Illinois 62777

Contract and/or Control No.: RD2-C8-517

Summary of Project: A system for identifying handicapped and disadvantaged students will be implemented and a list of school and community resources and services for disadvantaged and handicapped students compiled. Disadvantaged students frequently absent will be better served and staff inservice training will be provided. DAVTE criteria will be used in identifying handicapped and disadvantaged students and an atmosphere that is conducive for learning among the staff using various methods will be provided. This program for handicapped and disadvantaged students in vocational education will be used to help mainstream students into the regular programs. Demonstration activities will be conducted to increase awareness of the project in the state in an effort to improve services to handicapped and disadvantaged students in vocational education. (Sec. 132)

VTP-3121

To Improve Occupational Education for Handicapped and Disadvantaged Students and To Serve as a Demonstration Diffusion Center "TOGETHER WE CAN," Phase III.

Principal Investigator: Boldrey, Tom

Recipient Institution: Joliet Township High School District 204, 201 East Jefferson Street, Joliet, Illinois 60432

Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78

Supporting Agency: Illinois State Office of Education, 100 North First Street, Springfield, Illinois 62777

Contract and/or Control No.: RD2-C8-521

Summary of Project: Existing occupational education programs and services for all H&D youth in District 204 will be strengthened in this project. Staff's knowledge of existing programs and services for H&D youth will be increased and the articulation and coordination of programs and services available to H&D youth will be strengthened. The project will serve as a demonstration/diffusion center for exemplary occupational education activities for H&D youth and demonstration/diffusion efforts to the target population of vocational and special education directors in the western collar counties of Chicago (by collaborative actions with District 214) will be emphasized. Procedures will be to (1) distribute and compile a needs assessment survey jointly with District 214 to assist in planning dissemination/diffusion plans; (2) develop a model comprehensive career guidance program for implementation beginning the fall semester; (3) implement programs and procedures developed under previous mini-grants including the parent's handbook, the Special Services Directory, Faculty Focus Newsletter, and other mini-grant projects piloted during 1976-77; (4) implement the electronic-based, computerized H&D identification system; (5) make local staff presentations to state conventions, local civic groups, groups of vocational and special education directors, and other professional organizations; and (6) sponsor two-day conferences, one to be held in the Joliet area and the other in Arlington Heights area. Four one-day visitation days will be scheduled in April and May. (Sec. 132)

VTP-3122

Labor, Business, Education Council and Community Resource Program.

Principal Investigator: Henard, John

Recipient Institution: Regional Office of Education (Boone-Winnebago), Rockford, Illinois

Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78

Supporting Agency: Illinois State Office of Education, 100 North First Street, Springfield, Illinois 62777

Contract and/or Control No.: RD2-C8-510

Summary of Project: Objectives of the project are to (1) promote a cooperative effort by area labor leaders, businessmen, and educators providing career activities for area schools; (2) provide a central access point for Career Education Services; (3) promote the integration of career education into the regular curriculum of area schools; (4) provide communication between area school staff members and members of the labor and business communities; (5) better relate the world of work and the classroom; (6) provide students with access to, and awareness of, characteristics, needs, and work philosophies of area business and labor organizations; and (7) provide students with awareness of the expanse of career opportunities. Procedures include: (1) development of the Labor, Business, Education Council; (2) communication and liaison with the Workforce Needs Survey Committee; (3) continued presentations on Career Education to area employers and school faculties; (4) revision and expansion of Community Careers Resource Manual; (5) survey and expansion of cooperating area employers; (6) communication with educators via newsletter; and (7) continued offering of loan of films and materials through the Career Materials Resource Center. (Sec. 132)

VTP-3123

A Marketability Study of Graduates of Illinois Agriculture Programs of Higher Education for the Purposes of Student and Parent Advisement, Program Planning, and Program Changing (Phase III).

Principal Investigator: Woods, Harvey S.

Recipient Institution: Illinois State University, Normal, Illinois 61761

Start—End Dates: Start Date 1 Aug 77; End Date 30 Jun 78

Supporting Agency: Illinois State Office of Education, 100 North First Street, Springfield, Illinois 62777

Contract and/or Control No.: RD2-C8-250

Summary of Project: This project will (1) obtain annual records of the first full-time career positions obtained by all agriculture graduates for the two-year and four-year Illinois educational institutions offering a degree in agriculture; (2) assemble data in a manner to show the marketability of graduates from the various progressional agricultural programs for the given year; (3) make this data available annually to high schools; two-year colleges, and four-year colleges offering agriculture for advisement of students and parents relative to a career in agriculture and curriculum building and updating. An advisory committee from the Illinois Agriculture Articulation Committee will use two previously developed data collection instruments, one for use by each of the year's graduates of 39 Illinois agricultural colleges, and one to be completed by a faculty representative from each school. Data collected using these instruments resulted in published reports in 1976 and 1977 on agricultural graduates. Completion of this proposal will result in a published report in 1978 on the Illinois agricultural graduates of 1977. (Sec. 132)

VTP-3124

Measuring Career Readiness in Elementary/Secondary Education.

Principal Investigator: Gray, H. Dean

Recipient Institution: Southern Illinois University, Edwardsville, Illinois 62025

Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78

Supporting Agency: Illinois State Office of Education, 100 North First Street, Springfield, Illinois 62777

Contract and/or Control No.: RD1-D8-508

Summary of Project: Constructing learning activities for the Career Education Readiness Test is the main goal of this project. The CERT learning activities will (1) coordinate with the areas identified by the Career Education Readiness Test (CERT); (2) significantly raise students' CERT results on the basis of administering a pre-post testing program in two Illinois schools; and (3) provide a guide of learning activities which can be utilized as a model. The secondary goal is the continued refinement of the CERT by analyzing the pre-post data. Two Illinois schools will be identified to take part in the project. Two classrooms from each grade level, K-6, will be designated in each of the two schools. One classroom from each grade level will be assigned as the experimental group and the other as the control group. Teachers will be involved in the construction of CERT learning activities and a CERT workshop for teachers taking part in the project will be conducted. A CERT pretest will be administered and CERT learning activities will be presented to the experimental group. A CERT posttest will be administered and results analyzed. Five of the learning activities that teachers used to accompany CERT will be delivered. (Sec. 131)

VTP-3125

Mini-Grants for Implementing Innovative Programs in Rural Southern Illinois.

Principal Investigator: Rawlinson, Jack

Recipient Institution: Little Wabash Area Vocational Center, R.R. 2, Carmi, Illinois 62821

Start—End Dates: Start Date 1 Feb 78; End Date 31 Jul 78
Supporting Agency: Illinois State Office of Education, 100 North First Street, Springfield, Illinois 62777
Contract and/or Control No.: RD2-A8-586
Summary of Project: This project proposes to (1) conduct a needs assessment survey of districts in DAVTE Region VI to identify occupational education research, developmental curriculum, and inservice needs; (2) analyze results of the needs assessment and identify specific kinds of activities; (3) sponsor a mini-grant program, through the Board of Directors of SIOEL, to aid districts in meeting special problems associated with their location (rural); and (4) sponsor a special conference for rural vocational educators. Procedures will include: (1) developing needs survey instrument with assistance from SIU-C, the Directors of SIOEL, and DAVTE staff; (2) developing a process for analyzing results of the needs survey, Board of Directors of SIOEL selected mini-grant sites, and contract with LEA's to conduct activities; and (3) working with consultants of SIU-C, DAVTE, LEA's, and Directors of SIOEL, to plan a Rural Conference to disseminate activities of mini-grants. (Sec. 132)

VTP-3126

Model Occupational Program for Handicapped and Disadvantaged Persons: Development, Planning, Implementation, Evaluation and Dissemination.
Principal Investigator: Webb, Gerald A.
Recipient Institution: Edwardsville Community Unit School District 7, Edwardsville, Illinois
Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78
Supporting Agency: Illinois State Office of Education, 100 North First Street, Springfield, Illinois 62777
Contract and/or Control No.: RD2-C8-512
Summary of Project: The project will (1) establish a model system for ongoing implementation of concepts and diffusion of information to personnel providing occupational education for handicapped and disadvantaged persons; (2) synthesize and refine locally developed and adopted model materials, special services, and individually designed and directed programs for handicapped and disadvantaged persons; (3) implement a model system within the structure of the current vocational programs that will effectively meet the needs of all handicapped and disadvantaged students; (4) continuously monitor and assess implementation impacts by a series of evaluative conferences and/or instruments; and (5) develop extensive delivery strategies for model demonstrations and information dissemination to personnel providing occupational education for handicapped and disadvantaged persons. Procedures will be to (1) employ appropriate professional personnel to direct, coordinate, and manage the implementation diffusion model program; (2) provide facilities and appropriate support personnel for the Coordinator; (3) design a multi-faceted approach that will provide occupational education to disadvantaged and handicapped persons through mainstreaming, reintegration, special programs, prescriptive education, individualization, ancillary services, and competency-based curriculum; (4) conduct an in-depth program of inservice education for all personnel, including administrators, guidance counselors, academic and occupational teachers, curriculum cabinet and supportive staff; and (5) display, demonstrate, share, and diffuse all model information, materials, workshops, and other activities as mentioned above. Materials available through this project will be: (1) identification procedures; (2) curriculum revision guidelines; (3) special education curriculum guide; (4) applied arts handbook; (5) working with handicapped and disadvantaged (Handout for teachers); and (6) curriculum for vocational mini-course. (Sec. 132)

VTP-3127

Planning and Dissemination Project for Vocational Education.
Principal Investigator: Hayes, Bill
Recipient Institution: Johnsburg High School, 2117 West Church Street, McHenry, Illinois 60050
Start—End Dates: Start Date 1 Feb 78; End Date 30 Jun 78
Supporting Agency: Illinois State Office of Education, 100 North First Street, Springfield, Illinois 62777
Contract and/or Control No.: RD1-A8-581
Summary of Project: Project objectives are to (1) develop a planning manual for secondary schools for a model vocational program; (2) develop and implement a statewide conference for placement personnel; and (3) disseminate vocational education research and development findings of results. Procedures will include: (1) reviewing materials developed by DAVTE; (2) using services available from the State Office and Advisory Council; (3) developing a planning manual for planning a model vocational program; (4) developing and implementing a statewide conference for placement personnel; (5) working with Missouri to make this a two-state conference; (6) reviewing the completed projects and selecting the ones to be used in workshops; and (7) analyzing and synthesizing results of completed projects and use findings as texts for conducting workshops. A planning manual for planning a model vocational program will be delivered. (Sec. 131)

VTP-3128

Project MAVE (Model for Articulated Vocational Education).
Principal Investigator: Artis, Marilyn
Recipient Institution: Thornton Area Public School Association, South Holland, Illinois
Start—End Dates: Start Date 1 Oct 77; End Date 30 Jun 78
Supporting Agency: Illinois State Office of Education, 100 North First Street, Springfield, Illinois 62777
Contract and/or Control No.: RD1-A8-548
Summary of Project: Project MAVE Articulation Models will be field tested and evaluated in various educational settings. After the models have been refined, 300 copies of the models and their components will be produced. Implementation procedures to be utilized in the project are: (1) continue investigation; (2) obtain and set up field test sites; (3) develop A-V presentation; (4) field test; (5) evaluate models' effectiveness; (6) refine the models; and (7) disseminate project information. (Sec. 131)

VTP-3129

Standards for Illinois ABAO Post-Secondary Programs and Secondary Programs in Cook County.
Principal Investigator: Walker, Robert W.Hillen, Lowell F.
Recipient Institution: University of Illinois, Urbana, Illinois 61801
Start—End Dates: Start Date 1 Nov 77; End Date 30 Jun 78
Supporting Agency: Illinois State Office Education, 100 North First Street, Springfield, Illinois 62777
Contract and/or Control No.: RD1-A8-564
Summary of Project: The purpose of the project is to (1) review and analyze current standards for ABAO programs suggested by Illinois DAVTE; (2) determine and analyze agriculture program standards from selected Illinois community colleges and the Chicago secondary metropolitan porgrams; (3) review the national agriculture program standards developed under the direction of the USOE which were tested and validated by Iowa State University in 1976-77; (4) prepare agriculture program standards for Illinois postsecondary programs and Illinois secondary metropolitan porgrams; (5) categorize agriculture program standards following the format developed by Iowa State University for taxonomy areas; (6) have teachers evaluate the proposed agriculture program standards for community college and metropolitan programs; (7) review tentative agriculture programs standards and teachers responses to standards with the aid of consultants to further refine the agriculture program standards; and (8) secure adoption of the tentative Illinois agriculture program standards for Illinois community college agriculture programs (ICCAP) and metropolitan agriculture programs (MAP). Procedures will include: (1) meeting with Illinois ABAO consultants, Division of Adult, Vocational and Technical Education, to collect current information on suggested standards for secondary and postsecondary programs; (2) surveying the division chairperson of the 37 Illinois community colleges to collect information on program standards in use; (3) contacting selected metropolitan agricultural teachers through the Chicago Board of Education horticultural coordinator to determine program standards that are currently in use; (4) reviewing the program standards developed under the direction of USOE which were tested and validated by Iowa State University in 1976-77; and (5) developing agricultural program standards by taxonomy areas plus Administration and Supervision, and Adult Education guided by the format developed by Iowa State University. Five hundred copies of "Standards of Quality, Part II" will be delivered. (Sec. 131)

VTP-3130

Survival Skills and Curricula for Bilingual Vocational Education.
Principal Investigator: King, John
Recipient Institution: Southern Illinois University, Carbondale, Illinois 62901
Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78
Supporting Agency: Illinois State Office of Education, 100 North First Street, Springfield, Illinois 62777
Contract and/or Control No.: RD3-C8-520
Summary of Project: Instructors will be aided in the proper delivery of specialized bilingual training materials designed to enhance occupational persistence (survival) of culturally and linguistically different individuals. Existing vocational survival skill curriculum materials will be adapted for use with culturally and linguistically different individuals and to assist instructional personnel in the delivery of specialized curriculum materials so as to provide quality instruction to the population. The above objectives will be implemented in three phases covering a total of eight objectives. Phase I of the project was completed on the 30th of June, 1977. Phase I included the following objectives and activities: (1) identification of important survival skills to enable Spanish-speaking vocational education students to succeed during their educational and post educational phases of development; (2) identification of currently available bilingual vocational curriculum materials; (3) preparation of an annotated bibliography of bilingual vocational education materials; and (4) identification of those vocational categories where bilingual instructional materials are needed and conceptualization of plans for adapting curriculum materials to be prepared during Phase II of the

activity. In objective five of Phase II, a number of survival skills curricula currently available through the efforts of the University of Illinois, Illinois State University, Edwards County High School, and several other projects, will be adapted to the needs identified in Phase I of the project. Objective six would identify services available throughout the state in an effort to educate both counselors and leaders within the Latino communities concerning the availability of programs which emphasize vocational training. Secondly, through field contact, those involved in the project will present specially adapted bilingual vocational survival skill curriculum materials to those institutions and centers to reach individuals in need of such training at the community level. (Sec. 133)

VTP-3131

TIPS - To Improve the Probability of Success (Program and Demonstration).
Principal Investigator: Smith, Sarah Elizabeth
Recipient Institution: Herrin Community Unit 4, Herrin, Illinois 62948
Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78
Supporting Agency: Illinois State Office of Education, 100 North First Street, Springfield, Illinois 62777
Contract and/or Control No.: RD2-C8-518
Summary of Project: The overall objective of this project is to render assistance to students who are failing in school subjects by reason of some academic or economic disadvantage or who have been declared eligible for special education programs and services. By providing one-to-one help for the students, hopefully they will become employable and successful at a much faster rate. Mentors will be hired to work with students on a one-to-one basis. The mentors may or may not have a degree. It is very crucial that the mentors possess the ability to work successfully with the disadvantaged students. Two reference manuals will be produced to provide assistance to the LEA's directors. These manuals may be disseminated to LEA's at the end of the project, the remaining copies will be delivered to DAVTE. (Sec. 132)

VTP-3132

Tri-County Career Education Project.
Principal Investigator: Musgrove, Paul
Recipient Institution: Tri-County Industry-Education-Labor Council, P.O. Box 2400, East Peoria, Illinois 61635
Start—End Dates: Start Date 1 Oct 77; End Date 30 Jun 78
Supporting Agency: Illinois State Office of Education, 100 North First Street, Springfield, Illinois 62777
Contract and/or Control No.: RD2-C8-561
Summary of Project: This project will establish (1) a Career Vocational Job Information Center; (2) a collaborative career education conference; (3) revision and implementation of vocational areas identified by students, employers, and schools based on community need; (4) a Career Guidance Institute; (5) area conference workshop collaborative career education; (6) inservice workshops; (7) construction trades and industry apprenticeship and job training programs; (8) a newsletter; (9) seminars/workshops/forums relating to collaborative effort by counselors; (10) Education Programs Yellow Page Book; (11) workshops/seminars/forums on technology developments for office occupations; and (12) feasibility study for training center. Business, labor, industry, government, and educators in the tri-county area will be utilized, as well as IOE/DAVTE staff personnel. This project will (1) utilize existing VIP 10 modules from Joliet Junior College; (2) use knowledgeable community resource people to collaborate with counselors; (3) co-sponsor the institute and utilize ICC and ISU teaching personnel, NAB and ASTD as co-sponsors; (4) use teaching instructors and professors from WIU, ISU, U of I, EIU and consult with IOE/DAVTE staff in developing the service and use as consultants IOE personnel; (5) distribute information relating to individualized instructions, open schools, team teaching, and alternative schools; (6) survey and identify federal and/or state financed educational programs in tri-county area; and (7) explore (through discussion meetings) need and willingness to establish an area training center concept. (Sec. 132)

VTP-3133

The Uncomplicated Elementary Career System for the Real Classroom.
Principal Investigator: Wertz, Dean
Recipient Institution: Bloom High School, Chicago Heights, Illinois
Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78
Supporting Agency: Illinois State Office of Education, 100 North First Street, Springfield, Illinois 62777
Contract and/or Control No.: RD2-B8-507
Summary of Project: Locally developed materials will be illustrated and revised in order to eliminate both racial bias and sex role stereotyping by January 1, 1978, in this project. Activities for field testing for statewide dissemination will be indentified and coordinated for the CASE materials during the 1978-79 school year. The development and enrichment of the existing CASE Resource Center will be continued. A procedures manual on establishing a career education service center will be developed. A network of state representatives in four to six sites throughout the state will be established, as will a system of activities and inservice workshops with the state representatives. A system will be developed for establishing CASE materials and procedures at the field sites. The network of career education building representatives in each local attendance center will be refined. The development of the existing CASE K-8 System of career education materials will be continued. These materials include: K-3 File Box and "Factivities," 4-6 Career Capers and Factivities, 7-8 Counselor Film Series, 7-8 Career Corner in Language Arts, and 7-8 Corners in Math. (Sec. 131)

VTP-3134

Competency-Based Planning Activities.
Principal Investigator: Poling, Junior
Recipient Institution: Fivco Vocational Education Region, Box 1330, Ashland, Kentucky 41101
Start—End Dates: Start Date 3 Jan 78; End Date 30 Jun 78
Supporting Agency: Kentucky State Department of Education, Capitol Plaza Tower, Frankfort, Kentucky 40601
Contract and/or Control No.: K00810 (4448)
Summary of Project: Objectives are to (1) assess the possibilities of using the Competency-Based Vocational Education (CBVE) techniques in the administrative planning process; (2) develop and field test the CBVE planning materials within the regional operation; and (3) evaluate the implementation process and its effectiveness in delivering a more adequate and efficient job of planning. The regional staff with the assistance of the Bureau of Vocational Education's competency-based, program development and curriculum development personnel will identify and develop the slides, tapes, and modules related to the planning process. Vocational staff members will conduct planning workshops in the region and evaluate the effectiveness of this approach to the planning process. Three modules on the planning activities will be delivered. (Sec. 131)

VTP-3135

Development of System to Assess Curriculum Needs in the Occupational Clusters of Agriculture and Mining.
Principal Investigator: Briscoe, Melissa S.
Recipient Institution: CBVE Unit, Bureau of Vocational Education, Frankfort, Kentucky 40601
Start—End Dates: Start Date 1 Jun 78; End Date 31 Dec 78
Supporting Agency: Kentucky State Department of Education, Capitol Plaza Tower, Frankfort, Kentucky 40601
Contract and/or Control No.: X99810 (4448)
Summary of Project: The project will (1) acquire, review, disseminate, and assess at least four V-TECS catalogs of performance objectives for utilization in Kentucky vocational programs and (2) identify and validate specific and related job titles for two occupational clusters (Mining Occupations and Agriculture) utilizing incumbent workers or other individuals with technical expertise. Catalogs of objectives from V-TECS will be reviewed and sequenced into a teaching/learning plan by teachers and co-directors under the direction of the project director. Inservice training activities relating to catalog utilization will be conducted. Under the direction of a project director, an advisory committee of business and industry people will review current data on job titles toward the eventual development of a comprehensive and valid matrix of job titles. When possible, the appropriate DOT category, USOE code number, and manpower data and program data will be included for each job title in order that priority areas for future task analysis and curriculum needs can be identified. Products to be delivered include: (1) report(s) of job titles by sub-clusters, category, and specific job titles for both mining and agriculture; (2) a list of procedures and forms for additional cluster matrix development; and (3) copies of V-TECS catalogs. (Sec. 131)

VTP-3136

Field-Testing Individualized Competency Based Modules for Alterationist II at Adult Level.
Principal Investigator: Kizer, JaneyMyers, Marlene
Recipient Institution: Home Economics Education Unit, 701 East Main Street, Lexington, Kentucky 40502
Start—End Dates: Start Date 15 Feb 78; End Date 30 Jun 78
Supporting Agency: Kentucky State Department of Education, Capitol Plaza Tower, Frankfort, Kentucky 40601
Contract and/or Control No.: V24810 (4448)
Summary of Project: The project will (1) field test 74 modules for Alterationist II; (2) revise 74 modules for Alterationist II; and (3) evaluate the effectiveness of individualized competency-based modules used by adults. Fayette County Adult Division has been selected as one of the two field test sites for testing the last 74 of the 156 alterationist competency-based modules at the adult level. The modules will be field tested to determine the effectiveness of competency-based, individualized modules with adults. The field test teacher will revise the modules as the modules are completed by the students and as problems are identified. The project director will approve final revision of the modules. Copies of Revised Alterationist II modules will be

delivered. (Part C)

VTP-3137

Industrial Education Program Improvement Project.
Principal Investigator: Bruce, Herbert
Recipient Institution: University of Kentucky, Department of Vocational Education, Lexington, Kentucky 40506
Start—End Dates: Start Date 1 Feb 78; End Date 30 Jun 78
Supporting Agency: Kentucky State Department of Education, Capitol Plaza Tower, Frankfort, Kentucky 40601
Contract and/or Control No.: V28880 (4406)
Summary of Project: Improvement of programs through the development of minimum uniform quality standards will be achieved through meeting the following objectives: (1) develop a task list in Diesel Mechanics and Appliance Repair; (2) educationally sequence the identified tasks; (3) develop a recommended shop layout in the project areas; (4) develop a recommended equipment list for the project areas; (5) provide inservice training for project implementation; (6) provide followup supervision; (7) collect current materials, practices, and procedures for additional Industrial Education areas; and (8) use activities toward the elimination of sex bias and sex role stereotyping. These objectives will be addressed through a series of workshops which will provide for instructor input and involve craft members and industrial personnel in the instructor's local community. Workshop types will be: (1) orientation; (2) instructional block; (3) task and sequencing workshop; and (4) inservice. Communications will be achieved through the use of a steering committee: BVE/I.E./CDC units, project director, Teacher Educators, and local administration. Products to be delivered will include sequenced task lists in Diesel Mechanics and Appliance Repair Programs, recommended equipment list and model shop layout, workshop programs, and a procedure for Industrial Education Program Improvement efforts. (Sec. 132)

VTP-3138

Limited English-Speaking Program in Kentucky: An Assessment of Needs, Programs, and Instructional Resources.
Principal Investigator: Adams, Susan B.
Recipient Institution: Western Kentucky University, Center for Career and Vocational Teacher Education, Bowling Green, Kentucky 42101
Start—End Dates: Start Date 5 Jan 78; End Date 30 Sep 78
Supporting Agency: Kentucky State Department of Education, Capitol Plaza Tower, Frankfort, Kentucky 40601
Contract and/or Control No.: D98B81 (4407)
Summary of Project: The primary objective of this study will be to provide empirical data regarding Limited English-Speaking (LE-S) programs and needs in the state. Sub-objectives include: (1) identify areas of LE-S population in Kentucky; (2) compile and report demographic data on population concentrations; (3) identify and describe current LE-S programs in Kentucky; (4) compile a comprehensive bibliography and description of related materials; (5) identify regional needs; (6) identify and describe other services available for LE-S persons; (7) identify and describe present national programs and efforts; (8) conceptualize a vocational education program for LE-S persons based on identified needs; (9) identify and recommend LE-S vocational education materials for field testing in Kentucky; and (10) conduct workshop (July 1978) on LE-S program for interested persons. The program and project staff will collect data through a survey to all school districts, all state adult and community education programs, community colleges, and vocational-technical schools, and other social services and related fields and agencies. Also, telephone followup and site visits will be scheduled. The data will then be compiled, analyzed, and reported through basic descriptive methods. Recommendations for implementing LE-S programs in Kentucky will be given. Project staff will host a workshop for individuals interested in LE-S vocational education programs and general LE-S persons needs. A bibliography document on available materials will be compiled. (Sec. 132)

VTP-3139

Mining Careers and Safety Program.
Principal Investigator: Rowland, Mildred R.
Recipient Institution: Harlan County Board of Education, Drawer C, Harlan, Kentucky 40831
Start—End Dates: Start Date 1 Feb 78; End Date 30 Jun 79
Supporting Agency: Kentucky State Department of Education, Capitol Plaza Tower, Frankfort, Kentucky 40601
Contract and/or Control No.: N24810 (4448)
Summary of Project: This project will field test mining instructional techniques, curriculum materials, and delivery of mine safety training to senior high school students for preservice certification. The instructional techniques and curriculum materials will be adapted from MESA adult training programs in Kentucky. Students will be evaluated through the federal and state regulations and certification program (MESA and State Department of Mines and Minerals). Phase One (February 1, 1978 to June 30, 1978) will include planning and program development. Phase Two (July 1, 1978 to June 30, 1979) will involve curriculum adaptation to the program and implementation of the training program. The curriculum design will include 175 days of instruction covering general and technical aspects of mining process and safety. Both written and hands-on performance tests will be administered. Evaluation will be based on tests data and on an evaluation team effort as described within the proposal. Program documents including curriculum scope and sequence and Lesson plans will be delivered. (Sec. 131)

VTP-3140

Special Vocational Training for Secondary-Level EMH and LD Students Through Utilization of AVEC's in Region Seven.
Principal Investigator: Corwin, John G.
Recipient Institution: Vocational Education Region 7, Amsterdam Road, Covington, Kentucky
Start—End Dates: Start Date 1 Jan 78; End Date 30 Jun 78
Supporting Agency: Kentucky State Department of Education, Capitol Plaza Tower, Frankfort, Kentucky 40601
Contract and/or Control No.: G00C91 (4408)
Summary of Project: The goal of academic and vocational training for EMH and LD students will be achieved through the following objectives: (1) identify those EMH/LD students enrolled in local special education classes in need of specialized vocational training; (2) modify the students' academic training so that it augments the vocational training; (3) rotate students through various vocational experiences to realistically determine students' interests and capabilities; (4) design a specialized vocational curriculum within a broad vocational area to provide the student with the necessary skills to enter the competitive job market; (5) provide related co-op experiences; (6) placement of student in employment; and (7) provide inservice training for local district and vocational school personnel. Each participating student will follow the existing pattern for secondary students at AVEC. During the half-day at AVEC, the special vocational education teacher will work closely with the students on various job related skills and information and manage individualized vocational programs. The educational package will be coordinated with the Individual Education Program (IEP) developed by the staff of the local school district. Products to be delivered will include a manual of operation including activities, experiences, and specialized vocational curriculum, Individual Education Program plans, and Co-op work experience plans and activities. (Sec. 132)

VTP-3141

Child Development Teacher Competency Based Training Material Development.
Principal Investigator: Shoemaker, Sara A.
Recipient Institution: Anne Arundel County Public Schools, 2644 Riva Road, Annapolis, Maryland 21401
Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78
Supporting Agency: Maryland State Department of Education, P.O. Box 8717, BWI Airport, Baltimore, Maryland 21240
Summary of Project: Teacher training manuals will be developed to be used in training sessions with teachers of the advanced level courses in the Anne Arundel County Child Development sequence. Two people with backgrounds in Childhood Education will work together as a cooperative team to develop manuals for teachers. Products to be delivered will be resource manuals which can be used by other school systems in the state to provide a functional background for the Development of Competency Based Curriculum in Child Development courses. (Sec. 131)

VTP-3142

Dissemination and Guidance for Sex Bias.
Principal Investigator: Santucci, Hubert C.
Recipient Institution: Talbot County Board of Education, Easton, Maryland
Start—End Dates: Start Date 1 Jan 78; End Date 1 Jul 78
Supporting Agency: Maryland State Department of Education, P.O. Box 8717, BWI Airport, Baltimore, Maryland 21240
Summary of Project: The project proposes to produce a 16 mm film about vocational programs in and around Talbot County. The film will explain all aspects of the Talbot County Vocational Education Programs in order to enrich and broaden the viewers concept of the program. The project director has filmed for the Kennedy Foundation and plans have been made that production guidance will be available by the Western Maryland Vocational Resource Center. Seven copies of the film will be made available. Three of these copies will be presented to the Department of Education, Division of Vocational-Technical Education. (Sec. 131,132)

VTP-3143

Elimination of Sex-Bias in Home Economics Child Development/Parenting Materials K-12.

Principal Investigator: Hunter, Dorothy B.
Recipient Institution: Montgomery County Public Schools, 850 Hungerford Drive, Rockville, Maryland 20850
Start—End Dates: Start Date 1 Feb 78; End Date 1 Aug 78
Supporting Agency: Maryland State Department of Education, P.O. Box 8717, BWI Airport, Baltimore, Maryland 21240
Summary of Project: Students will be allowed more objective, less prejudiced, career choices and role options in the future as parents, homemakers and workers, as a result of this project. Procedures will be to (1) locate or design a suitable instrument for evaluation of Home Economics Child Development/Parenting instructional materials; (2) evaluate all LEA-approved, Home Economics, Child Development/Parenting instructional materials for use in grades K-12 that have been published since 1970; (3) develop an approved annotated bibliography of exemplary instruction materials that show equity of sex roles and sex bias; and (4) conduct a pilot workshop in a selected LEA for Home Economics teachers and student representatives. (Sec. 132)

VTP-3144

Elimination of Sex Bias in Legal Assistant Field.
Principal Investigator: Hawkins, Barbara S.
Recipient Institution: Villa Julie College, Greenspring Valley Road, Stevenson, Maryland 21153
Start—End Dates: Start Date 1 Mar 78; End Date 30 Jun 78
Supporting Agency: Maryland State Department of Education, P.O. Box 8717, BWI Airport, Baltimore Maryland 21240
Summary of Project: The goal of the project is to prevent the para-legal career field from being perceived as a female occupation and to eliminate sex-bias in the promotion, recruitment, counseling, and placement of para-legals. Procedures will be to (1) prepare promotional materials for the para-legal profession and educational programs that are free of sex-bias and sex role stereotyping; (2) develop a model recruiting, counseling and support system that will interest males and females in the para-legal field; (3) identify and develop potential areas of employment for para-legals in local corporations and government agencies; and (4) increase the sensitivity of the faculty, counselors, and administration who will deal with the para-legal. (Sec. 132)

VTP-3145

Elimination of Sex Bias: Instructional Revision.
Principal Investigator: Parsons, M. H.
Recipient Institution: Hagerstown Junior College, 751 Robinwood Drive, Hagerstown, Maryland 21740
Start—End Dates: Start Date 1 Jun 78; End Date 31 Dec 78
Supporting Agency: Maryland State Department of Education, P.O. Box 8717, BWI Airport, Baltimore, Maryland 21240
Summary of Project: The project is designed to remove sex-linked recruitment, guidance, and instruction. The college will assemble a committee composed of faculty and staff to review all instructions, guidance, and recruitment material in the engineering technologies and nursing to determine the extent of its sex bias. Using the findings of the committee, college engineering and nursing personnel will undertake a systematic revision of those materials deemed sex biased. The college will conduct a series of awareness workshops to sensitize faculty and staff to the nature of sex bias and to the needs of students entering non-traditional programs. Those students who enter a non-traditional program will be assisted by counselors and faculty who have been made aware of the problems inherent in such action. The overall benefit will be students better served and less likely to withdraw for sex-biased reasons. (Sec. 132)

VTP-3146

Exemplary/Disadvantaged.
Principal Investigator: Harris, Paul J.
Recipient Institution: Baltimore City Public Schools, Calvert and 23rd Streets, Baltimore, Maryland 21218
Start—End Dates: Start Date 1 Jul 78; End Date 30 Jun 79
Supporting Agency: Maryland State Department of Education, P.O. Box 8717, BWI Airport, Baltimore, Maryland 21240
Summary of Project: The project will develop a list of concerns as they affect each student in attending school and progressing in classes and a plan for assisting each student to manage the problems so that he/she perceives a positive approach in attending school. Selected teachers become Teacher-Advocates who would be responsible for meeting daily with about eight students. Teacher-Advocates would meet before school or after school to assist students in coping with the demands of school, their environment, and home. The Teacher-Advocates would also serve as liaison with the students, parents, classroom and trade teachers, work-study associate, counselor, and school administration. (Sec. 132)

VTP-3147

Exemplary/Handicapped.
Principal Investigator: Harris, Paul J.
Recipient Institution: Baltimore City Public Schools, Calvert and 23rd Streets, Baltimore, Maryland 21218
Start—End Dates: Start Date 1 Jul 78; End Date 30 Jun 79
Supporting Agency: Maryland State Department of Education, P.O. Box 8717, BWI Airport, Baltimore, Maryland 21240
Summary of Project: This project seeks to develop a list of concerns as they affect each student in attending school and progressing in classes as well as a plan for assisting each student to manage the problems so that he/she perceives a positive approach in attending school. Selected teachers will become Teacher-Advocates who would be responsible for meeting daily with about eight students. Teacher-Advocates would meet before school or after school to assist students in coping with the demands of school, their environment, and home. The Teacher-Advocates would also serve as liaison with the students, parents, classroom and trade teachers, work-study associate, counselor, and school administration. (Sec. 132)

VTP-3148

Implementation of Vocational Student Organization Health Occupations Students of America.
Principal Investigator: Little, Charlotte B.
Recipient Institution: Howard County Public Schools, Columbia, Maryland 21044
Start—End Dates: Start Date 1 Jan 78; End Date 31 Dec 78
Supporting Agency: Maryland State Department of Education, P.O. Box 8717, BWI Airport, Baltimore, Maryland 21240
Summary of Project: The project will develop plans and initiate the formation of a minimum of five Health Occupations Students of America (HOSA) chapters in Maryland, which will satisfy the requirement for charter membership in the National HOSA organization. Procedures will be to (1) obtain a revised copy of the HOSA constitution and by-laws; (2) assess the current situation in Maryland to see where there are existing health career or health occupations clubs; (3) collect all available information regarding the formation of HOSA chapters in other states; (4) identify areas of the curriculum which would provide suitable related activities for the youth organizations; (5) establish verbal and written communications with HOSA groups on a state and national level in order to keep abreast of trends and issues; and (6) assist in sponsoring teacher and student representatives to the national HOSA Convention in Oklahoma City on April 27-29, 1978. (Sec. 132)

VTP-3149

Instructional Materials Evaluation: Pertaining to sex bias and sex role stereotyping in the area of Industrial Arts.
Principal Investigator: Goodwin, James
Recipient Institution: Baltimore City Public Schools, Industrial Arts Office, Calvert and 23rd Streets, Baltimore, Maryland 21218
Supporting Agency: Maryland State Department of Education, P.O. Box 8717, BWI Airport, Baltimore, Maryland 21240
Summary of Project: This project aims to provide Industrial Arts programs which are attractive to students of both sexes. Students will be offered exploratory laboratory experiences related to industrial study where sex does not affect the promotion of the educational experience, the techniques of instruction within the experience, nor the ultimate program choice made by the student. Procedures will include: (1) conducting an instructional materials evaluation to identify materials which contribute to discriminatory attitudes; (2) designing supplemental non-sexist materials to be used in conjunction with current instructional materials; (3) designing career-related Industrial Arts displays depicting the heterogeneous structure of today's working force; (4) evaluating inter-school program promotion techniques to identify and eliminate any included stereotypical characteristics; and (5) designing possible inservice workshops to develop and reinforce non-exist teaching methods. (Sec. 132)

VTP-3150

Investigation of Property (Housing) Management Field and Evaluation of Housing Management Program at Howard Community College.
Principal Investigator: Smith, James A.
Recipient Institution: Howard Community College, Little Patuxent Parkway, Columbia, Maryland 21044
Start—End Dates: Start Date 1 Jan 78; End Date 30 Jun 78
Supporting Agency: Maryland State Department of Education, P.O. Box 8717, BWI Airport, Baltimore, Maryland 21240
Summary of Project: The project will (1) re-evaluate the manpower demands for private and public Housing Resident Managers in the Metropolitan region and determine demand figures for the next five years and (2) evaluate the inservice upgrading and retraining requirements of persons now working as Housing Managers and report such as modifications to the program objectives. The procedure to be followed in completing the study will involve interviewing representatives from agencies and groups concerned with the

Housing Management field. Although an Advisory Committee, the committee established during planning for the Housing Management Program at Howard is to be an integral part of the study, the College feels it is important to search out and utilize the expertise of other outside groups where education of housing management personnel is being pursued. (Sec. 131)

VTP-3151

Leadership Development Workshops for Building Principals.
Principal Investigator: Brannon, Donald R.
Recipient Institution: Maryland PPYAD Center, 1815 Woodside Avenue, Baltimore, Maryland 21227
Start—End Dates: Start Date 1 Apr 78; End Date 1 Nov 78
Supporting Agency: Maryland State Department of Education, P.O. Box 8717, BWI Airport, Baltimore, Maryland 21240
Summary of Project: This project will (1) research and develop a script for a 16mm sound and color film explaining exemplary practices and benefits of vocational education in Maryland; (2) produce a 16mm sound and color film of approximately 15 minutes' duration explaining exemplary practices and benefits of vocational education in Maryland; (3) edit said production to result in a film of exemplary quality by October 1, 1978; and (4) assure that this film represents adequately sex equity and disadvantaged and handicapped populations in vocational education in Maryland. The PPYAD's planning committee recommended that a professional filmmaker be hired as a consultant to work with the PPYAD Center and Western Maryland Vocational Resource Center (WMVRC) to produce this film. Three copies of this film will be delivered to DVTE. (Sec. 131,132)

VTP-3152

Maryland Educational Research Guidebook.
Principal Investigator: Austin, Gilbert R.
Recipient Institution: University of Maryland at Baltimore County, 5401 Wilkens Avenue, Baltimore, Maryland 21228
Start—End Dates: Start Date 1 Jan 77; End Date 31 Dec 79
Supporting Agency: Maryland State Department of Education, P.O. Box 8717, BWI Airport, Baltimore, Maryland 21240
Summary of Project: The project proposes to (1) meet individually and in groups with a variety of people concerned with this topic in Maryland, to assess the success of the first year's effort; (2) publish a quarterly newsletter, called "Educational Update," to be sent to research people and LEA's throughout the State; (3) store this year's edition of the guidebook on magnetic tape, so that subsequent editions may be produced and expanded with greater facility; and (4) explore the idea of making this information accessible on some kind of computer-associated device. The University Advisory Committee of the Center for Educational Research Development of the University of Maryland System and the Liaison Advisory Committee of the project who will do the guide, will develop procedures to accomplish the objectives. Two issues of the guide and four newsletters will be delivered during the period of the project. (Sec. 131,132)

VTP-3153

Needs Assessment for Real Estate Curriculum.
Principal Investigator: Schilling, Charles
Recipient Institution: Dundalk Community College, 7200 Sollers Point Road, Baltimore, Maryland 21222
Start—End Dates: Start Date 1 Jan 78; End Date 1 Jul 78
Supporting Agency: Maryland State Department of Education, P.O. Box 8717, BWI Airport, Baltimore, Maryland 21240
Summary of Project: The project will determine the needs of the Real Estate community for further training in credit and non-credit programs. Procedures will be to (1) develop a series of training options which meet the identified needs of the Real Estate Brokers and their sales associates; (2) deliver these training opportunities at a location and period of time that is convenient for the target population; (3) explore the perception of Dundalk Community College in the Real Estate community; (4) begin the process of identifying Dundalk Community College as the Real Estate center of Southeastern Baltimore County; and (5) determine the feasibility of developing a co-op program for Real Estate students. (Sec. 131)

VTP-3154

Pilot Project for High Risk Vocational-Technical Students.
Principal Investigator: Flumbaum, David
Recipient Institution: Dundalk Community College, 7200 Sollers Point Road, Baltimore, Maryland 21222
Start—End Dates: Start Date 1 Jun 78; End Date 30 Sep 78
Supporting Agency: Maryland State Department of Education, P.O. Box 8717, BWI Airport, Baltimore, Maryland 21240
Summary of Project: Procedures will include: (1) identification of vocational students not profiting from the developmental education program; (2) design of programs for those identified students based on specific needs from areas found in the objectives; and (3) implementation of a pilot program to cause those selected students to move toward institutional success. (Sec. 132)

VTP-3155

Roto-Shelf.
Principal Investigator: White, Dale
Recipient Institution: Washington County Board of Education, Hagerstown, Maryland 21740
Start—End Dates: Start Date 1 Jan 78; End Date 30 Jun 78
Supporting Agency: Maryland State Department of Education, P.O. Box 8717, BWI Airport, Baltimore, Maryland 21240
Summary of Project: The project will attempt to prove: (1) whether or not the inclusion of a "roto-shelf" will make possible the adaption of a traditional classroom with natural lighting for the teaching of horticulture and (2) whether or not this is an economical plant laboratory. The roto-shelf unit will be installed in a traditional classroom being used for horticulture instruction. Available space will be utilized for this equipment. Local assembly of the unit is desired and will be accomplished in cooperation with other vocational programs in the school. (Sec. 132)

VTP-3156

Roto-Shelf - Agriculture.
Principal Investigator: Thompson, Harold
Recipient Institution: Carroll County Board of Education, 55 North Court Street, Westminister, Maryland 21157
Start—End Dates: Start Date 1 Jan 78; End Date 31 Dec 78
Supporting Agency: Maryland State Department of Education, P. O. Box 8717, BWI Airport, Baltimore, Maryland 21240
Summary of Project: The project will (1) determine the effective use of the roto-shelf in a closed classroom; (2) determine the feasibility of using the roto-shelf in other similar classrooms; (3) provide an environment for experimentation with light sources and intensities; and (4) provide an added educational experience for all students enrolled in the class. Procedures include: (1) students will be assigned a section of the roto-shelf for the growing of plants; (2) students will be able to grow plants which are too light sensitive to be grown in greenhouses; (3) students will be able to experiment with light intensity and length of light exposure; (4) students will be able to determine the limitations of growing plants in artificial light; (5) students will be able to evaluate procedures and the effectiveness of using the roto-shelf in growing plants with total artificial light; and (6) the teacher will plan day-to-day activities in the use of the roto-shelf as a learning activity. (Sec. 132)

VTP-3157

Teacher's Handbook for Exploring a Cluster of Work Values of Students, Parents and Teachers on the Bases of Research Findings.
Principal Investigator: Mietus, Walter S.
Recipient Institution: University of Maryland, College Park, Maryland 20742
Start—End Dates: Start Date 1 May 78; End Date 31 Jul 78
Supporting Agency: Maryland State Department of Education, P. O. Box 8717, BWI Airport, Baltimore, Maryland 21240
Summary of Project: The purpose of this project is to interpret recent research findings that are related to work values into stimulating concepts and strategies, which may be used by secondary teachers engaged in career education and/or social studies. The proposed handbook would form an objective basis for investigation and inquiry which would serve to develop an awareness in students to the various values of people, from different walks of life, attach to work. The data collected will be analyzed, tabulated, and put into consumable form for secondary teachers and students. Research hypotheses and findings will be written in a simple and direct language and style. A body of clear objective information will form the text, a series of thought provoking questions and teachers strategies will be included. Fifty handbooks entitled "Teachers' Handbook for Exploring a Cluster of Work Values of Students, Parents, and Teachers on the Basis of Research Findings" will be delivered. (Sec. 131,132)

VTP-3158

CEDIS Curriculum Services Center.
Recipient Institution: Greater Lawrence Regional Vocational Technical School, Andover, Massachusetts
Start—End Dates: Start Date 1 Oct 77; End Date 30 Sep 78
Supporting Agency: Massachusetts State Department of Education, Boston, Massachusetts 02116
Contract and/or Control No.: 78-823-605-300-2
Summary of Project: This project proposed to improve curriculum offerings within the occupational delivery system. The special needs of urban, rural, bilingual, female, racial minority, adult, and handicapped students will be emphasized with an eye towards increasing access to occupational education programs. Guidance and information services will be strengthened to improve student career decisionmaking. Youths and adults will be provided with more diverse educational and occupational options. (Sec. 133)

VTP-3159

Curriculum Coordination.
Recipient Institution: Assabet Valley Regional High School, Marlboro, Massachusetts
Start—End Dates: Start Date 1 Jan 78; End Date 30 Sep 78
Supporting Agency: Massachusetts State Department of Education, Boston, Massachusetts 02116
Contract and/or Control No.: 78-801-605-036-3
Summary of Project: This project intends to provide curricula coordination between the occupational and academic components of the Assabet Valley Regional Valley Vocational School, which was found lacking by an evaluation team. The Marlboro, Massachusetts school seeks funds to upgrade the total educational package offered to low incidence, special needs students. Students in the program attend Assabet part-time, receiving the academic portion of their education at home high schools. (Sec. 133)

VTP-3160

Evaluation Responsibilities of the Community College System of the Commonwealth.
Recipient Institution: Massachusetts Board of Regional Community Colleges, Boston, Massachusetts
Start—End Dates: Start Date 1 Sep 77; End Date 30 Sep 78
Supporting Agency: Massachusetts State Department of Education, Boston, Massachusetts 02116
Contract and/or Control No.: 78-390-000-090-1
Summary of Project: This project will evaluate the occupational education programs in the 15 community colleges of the Commonwealth of Massachusetts. The assistance and the involvement of the Division of Occupational Education will be sought to accomplish this evaluation. (Sec. 131)

VTP-3161

Exploratory Clusters Program in the Boston Public Schools (Continuation).
Recipient Institution: Institute for Governmental Services, University of Massachusetts, Boston, Massachusetts 02108
Start—End Dates: Start Date 1 Oct 77; End Date 30 Jun 78
Supporting Agency: Massachusetts State Department of Education, Boston, Masschusetts 02116
Contract and/or Control No.: 78-397-020-174-1
Summary of Project: This project seeks funds to continue the Exploratory Clusters Program in the Boston Public Schools to strengthen guidance and information services to improve student career decisionmaking, and to integrate occupational education in the overall curriculum. Continuation funds are sought from the Institute for Governmental Services, University of Massachusetts and the National Center for Vocational Education at Ohio State University. Ongoing and new procedures will be to (1) continue field test and implementation of the Ninth Grade Exploratory Clusters Program; (2) adapt the Exploratory Clusters Program for handicapped children; (3) adapt the Exploratory Clusters Program for Bilingual Students; (4) field test elective career course for grades 10-12; (5) offer graduate inservice course in career education; (6) develop Career Education Task Forces in each high school; and (7) involve the Boston Public Schools in the Alliance for Career and Vocational Education. (Sec. 132,134)

VTP-3162

Adult Vocational Evening Instructor Study.
Principal Investigator: Pucel, David J.
Recipient Institution: University of Minnesota, Minneapolis, Minnesota 55455
Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78
Supporting Agency: Minnesota State Department of Education, Division of Vocational Education, St. Paul, Minnesota 55101
Contract and/or Control No.: 1-130-78
Summary of Project: This study will identify the teacher education needs of adult vocational evening instructors as perceived by the instructors themselves and their supervisors. This study will investigate whether or not there should be some type of teacher education program available for adult evening instructors; (2) determine whether that program should be different than the program currently available to postsecondary instructors; and (3) develop recommendations on the composition of that program. Procedures will include: (1) devising a needs assessment instrument to survey adult and vocational evening school instructors and their supervisors and administer the instrument and (2) analyzing the results to determine: the extent and types of needs, how the people surveyed feel the needs might be met, and the ability of the current teacher education efforts to satisfy the identified needs. (Sec. 131)

VTP-3163

Minnesota Industrial Arts Study.
Principal Investigator: McCormick, Fred C.
Recipient Institution: Educational Management Services, Inc., Minneapolis, Minnesota 55435
Start—End Dates: Start Date 1 Jan 78; End Date 15 Jun 78
Supporting Agency: Minnesota State Department of Education, St. Paul, Minnesota 55101
Contract and/or Control No.: 011378
Summary of Project: The objectives include identifying, delineating, and clarifying the opinions, attitudes, and perceptions of junior and senior high school industrial arts teachers, secondary school administrators, and industrial arts teacher educators in Minnesota, on issues including: standard certification state supervision, minimum opportunity requirements, and funding of industrial arts education. A Minnesota Industrial Arts Study Steering Committee was formed, representative of the Minnesota State Department of Education, the Minnesota Industrial Arts Association (MIAA) and the Minnesota Industrial Teacher Educators (MITE). Statewide survey instrumentation was developed, field tested, and administered to survey approximately 1,600 Industrial Arts teachers, 60 teacher educators, and 200 secondary principals. (Sec. 131)

VTP-3164

The Minnesota Secondary School Follow-Up Project.
Principal Investigator: Irvin, Donald, Jr.
Recipient Institution: Minnesota Research and Development Center, University of Minnesota, Minneapolis, Minnesota 55455
Start—End Dates: Start Date 15 Sep 77; End Date 14 Sep 78
Supporting Agency: Minnesota State Department of Education, Division of Vocational Education, St. Paul, Minnesota 55101
Contract and/or Control No.: 2-PF-78
Summary of Project: Objectives are to (1) modify existing Minnesota Secondary School followup system to meet LEA and state information needs; (2) make available and monitor the followup system for interested LEAs in the state; (3) provide data summaries for each participating LEA; (4) provide an aggregate data summary for the state; and (5) conduct selected studies utilizing the compiled followup data. Procedures are to (1) develop new (modified) procedures and materials; (2) announce availability to all superintendents, counselors, and vocational directors in the state; (3) conduct training workshops; (4) monitor the followup system implementation; (5) provide data analysis and storage; and (6) produce reports. (Sec. 134)

VTP-3165

Nebraska Vocational Curriculum Resource Center.
Principal Investigator: Nelson, Beverly J.
Recipient Institution: Nebraska Vocational Curriculum Resource Center, West Campus, Kearney State College, Kearney, Nebraska 68847
Start—End Dates: Start Date 1 Apr 78; End Date 30 Sep 78
Supporting Agency: Nebraska State Department of Education, 301 Centennial Mall South, Lincoln, Nebraska 68509
Contract and/or Control No.: VE-133-78-02
Summary of Project: Project objectives are to (1) serve as a focal point for the collection, acquisition, and dissemination center for vocational curriculum materials; (2) serve as a facilitating mechanism for the systematic review and evaluation of curriculum materials in vocational education; and (3) coordinate task force meetings as needed for the assessment and review of Curriculum Resource Center activities. Procedures will be to (1) determine materials to be housed in the Center; (2) assist the State Department in curriculum dissemination for secondary and postsecondary vocational programs; (3) provide materials to postsecondary institutions for developing unified curriculum in vocational and technical education; (4) coordinate NVCRC Task Force Meetings; and (5) catalog and place incoming materials into NVCRC. (Sec. 133)

VTP-3166

Study of a State Resource Center for Vocational and Occupational Education.
Principal Investigator: Morin, David L.
Recipient Institution: Concord School District, c/o Superintendent's Office, 16 Rumford Street, Concord, New Hampshire 03301
Start—End Dates: Start Date 1 Nov 77; End Date 30 Jun 78
Supporting Agency: New Hampshire State Department of Education, Concord, New Hampshire 03301
Contract and/or Control No.: 83701
Summary of Project: Objectives are to (1) conduct an assessment of what is currently happening in the state relative to the collection and dissemination of educational materials and resources; (2) develop alternative plans for providing the most effective and efficient ways to collect and disseminate educational information on a statewide basis; and (3) research ways of implementing the proposed plans including alternatives relating to location, organizational structure, staffing, funding, anticipated utilization, operation, growth potential, and future development. The project manager will (1) visit,

talk, and write to state agencies, institutions, individuals, groups, and organizations; (2) design, mail, and analyze the answers to a special questionnaire; (4) develop alternative plans to meet the stated objectives; (5) write proposals for funding the selected plans; (6) submit a written report documenting all phases of the Project's development; and (7) disseminate findings to appropriate groups, agencies, and individuals. Educational information will be delivered regarding the following aspects of Resource Centers: staffing, location, funding, anticipated utilization, and potential future development. (Sec. 131)

VTP-3167

Curriculum Development Project in Vocational Agriculture/Agribusiness.
Principal Investigator: Luft, Vernon
Recipient Institution: North Dakota State University, Fargo, North Dakota 58102
Start—End Dates: Start Date 1 Apr 78; End Date 30 Jun 78
Supporting Agency: North Dakota State Board for Vocational Education, 900 East Boulevard, Bismarck, North Dakota 58505
Contract and/or Control No.: RR-74
Summary of Project: The planning project will (1) determine what units of instruction are currently being taught in the agricultural education programs; (2) collect samples of existing instructional materials and evaluate them for proposed agricultural programs; and (3) investigate and implement plans for incorporating the unit of instruction approach as used by the Mid America Vocational Curriculum Consortium. The project personnel will formulate a survey questionnaire which will be distributed to each instructor in the state of North Dakota who is responsible for teaching agricultural education. The information on the survey will request instructors to provide description of instructional materials used in teaching agriculture. A second component will involve the utilization of instructional materials developed under a previous curriculum development activity and build a plan of implementation on that activity. The project personnel will also visit the center for curriculum development in Oklahoma which is the center of Mid America Vocational Curriculum Consortium activities. (Sec. 133)

VTP-3168

Identification and Determination of the Needs of Displaced Homemakers in North Dakota (Phase I).
Principal Investigator: Bjork, Del
Recipient Institution: Minot Public Schools, Minot, North Dakota
Start—End Dates: Start Date 1 Mar 78; End Date 30 Jun 78
Supporting Agency: North Dakota State Board for Vocational Education, 900 East Boulevard, Bismarck, North Dakota 58505
Contract and/or Control No.: RR-73
Summary of Project: Purpose of the project is to develop and field test a survey instrument for displaced homemakers that will (1) determine the number of full-time homemakers who, because of death or divorce, are now without a source of income; (2) determine place of residence, age, and dependency status of identified displaced homemakers; (3) determine assistance needed to help displaced homemakers make a satisfactory personal adjustment and wise career choice; and (4) assess financial need and job training or upgrading as necessary to make them employable. The survey will (1) gather information for national displaced homemakers groups to formulate the most effective instrument; (2) meet with North Dakota agencies and organizations concerned with displaced homemakers to localize the instrument and to gain cooperative agreement; (3) develop the survey instrument; (4) field test the survey instrument and make necessary revision; and (5) submit final draft of the survey instrument by June 25, 1978. (Sec. 131)

VTP-3169

Non-Traditional Student Organization Incentive Program.
Principal Investigator: Green, Fern
Recipient Institution: Oklahoma State Department of Vocational and Technical Education, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074
Start—End Dates: Start Date 9 Feb 78; End Date 25 Feb 78
Supporting Agency: Oklahoma State Department of Vocational and Technical Education, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074
Contract and/or Control No.: 2001
Summary of Project: This project will exhibit a theme which represents non-traditional skill training in vocational and technical education and present incentives to the schools of the first two place winners in each of three school categories. The project will evaluate non-traditional exhibits and present incentive awards for first and second place entries in each of the three school categories. All local chapters in the six Oklahoma vocational youth organizations will be invited to prepare an exhibit of their students participating in non-traditional career options. Exhibits will be displayed during the National and State Vocational Education Week in Shepherd Mall, Oklahoma City, and Woodland Hills Mall, Tulsa. Exhibits will be judged by representatives of business, industry, and government with respect to the theme-non-traditional career options of the students. Incentive awards of $300 and $200 will be made to first and second place winners in each school category. (Sec. 132)

VTP-3170

A Model for Vocational (Occupational) Program Review/Termination in Post-Secondary/Secondary Schools in Oregon.
Principal Investigator: Sorenson, Gary W.
Recipient Institution: Oregon State University, Institute for Manpower Studies, Corvallis, Oregon
Start—End Dates: Start Date 15 Mar 78; End Date 30 Sep 78
Supporting Agency: Oregon State Board of Education, 942 Lancaster Street, N.E., Salem, Oregon 97310
Summary of Project: This project will develop a model for evaluation-decision-making, develop a manual of operational procedures for using the model on a continuing basis, and obtain input from steering and advisory committees. Procedures will be to (1) develop a steering committee; (2) develop an advisory committee; (3) conduct problem review meetings with each group; and (4) present a Workshop-Final Review session to demonstrate and refine the Model and Manual. Products to be delivered will be "Model for Evaluation-Decision-Making;" and "Manual of Operational Procedures." (Sec. 132)

VTP-3171

Survey of Perceptions of Oregon Vocational Education Needs Which Can Be Treated Through Vocational Research and/or Exemplary Programs.
Principal Investigator: Bond, Jack H.
Recipient Institution: Portland State University, School of Education, Portland, Oregon 97207
Start—End Dates: Start Date 15 Mar 78; End Date 30 Sep 78
Supporting Agency: Oregon State Board of Education, 942 Lancaster Drive, N.E., Salem, Oregon 97310
Summary of Project: The project will (1) design an instrument to assess vocational needs; (2) design and implement a process of contacting a variety of target groups with instrument; and (3) analyze and summarize responses in report. Procedures will be to (1) identify population groups and draw samples; (2) prepare instrument and pilot test for content and reading level; (3) conduct survey; (4) followup non-respondents; and (5) summarize data. A report will indicate vocational heads and provide direction for future actions in Vocational Education. Continued survey by PSU will provide updated responses for future use. (Sec. 132)

VTP-3172

Workshops for Vocational Program and Curriculum Planning in Secondary Schools.
Principal Investigator: Rumble, Richard R.
Recipient Institution: Portland School District 1J, Portland, Oregon 97232
Start—End Dates: Start Date 3 Apr 78; End Date 31 Aug 78
Supporting Agency: Oregon State Board of Education, 942 Lancaster Drive, N.E., Salem, Oregon 97310
Summary of Project: The project will enhance the planning capabilities of secondary vocational program and curriculum planners and career education regional coordinators. Selected secondary school districts will be provided a number of planning strategies through a variety of presentations such as lecture, discussion, and direct application to actual planning situations usually experienced in local districts and at the state agency level. (Sec. 132)

VTP-3173

An Assessment of First-Year Food Service Student's Attitudes Towards Individualized Instruction in Five Selected Pennsylvania Community Colleges.
Principal Investigator: Leeking, Linda L.
Recipient Institution: Pennsylvania State University, Rackley Building, University Park, Pennsylvania 16802
Start—End Dates: Start Date 12 Apr 78; End Date 30 Jun 78
Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126
Contract and/or Control No.: 83-8011
Summary of Project: This project will compare the answers of five Pennsylvania community colleges first-year food service students towards pairs of questions dealing with individualized instruction versus traditional instruction as defined in the directions of the questionnaire. The questions deal with the affective domain to see if there are any significant differences. Each answer will be compared to the information provided by the answers to the demographic questions to see if the student's background has an affect on his/her answers. The variables will be the student's most recent school attended and whether he/she has a certificate from an occupational food service program. Students' attitudes towards individualized instruction versus group instruction will be researched. A population has already been identified. Students will take a pretest on one unit of food service education. They will choose which activities from a proposed list will best help them to learn more about each concept covered on the pretest. After completion of this procedure, they will take a posttest for their own assessment of the degree of learning and motivation which took place. The last part of the procedure is their participation in answering the Attitudinal Assessment

Instrument. (Sec. 131)

VTP-3174

Curriculum Library Resource Development.
Principal Investigator: Loss, Suzanne P.
Recipient Institution: Villa Maria College, 2551 West Lake Road, Erie, Pennsylvania 16505
Start—End Dates: Start Date 1 May 78; End Date 30 Jun 78
Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126
Contract and/or Control No.: 93-8016
Summary of Project: This project will (1) develop the Home Economics Teacher Education holdings in Villa Maria College Curriculum Library; (2) add curriculum materials representing all the areas of Consumer and Homemaking Education and the Occupational Home Economics fields; and (3) select materials which support the Title IX mandate. The Home Economics teacher-educator will examine recent books and other materials available on the market and will check with other Home Economics teacher-educators to see which are most highly valued. Materials will be chosen which attempt to eliminate sex bias and stereotyping. They will also be chosen for each area of consumer and homemaking as well as occupational home economics. These materials will be housed in the Villa Maria College curriculum library and will be available for widespread use by inservice teachers and students in the Home Economics teacher education program. (Sec. 133)

VTP-3175

The Development of a Series of Recommendations and Procedures Required in Administration of a Centralized Program of Occupational Competency Assessment.
Principal Investigator: Hoyman, Ronald D.
Recipient Institution: Pennsylvania State University, 207 Old Main Street, University Park, Pennsylvania 16802
Start—End Dates: Start Date 3 Apr 78; End Date 26 May 78
Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126
Contract and/or Control No.: 83-8010
Summary of Project: The overall objective is intended to increase the effectiveness and use of occupational competency assessment through the development of recommendations and procedures used in operating a centralized state program of occupational competency assessment. The project will be carried out through interviews, extensive research, and adaptation of representative examples and forms for development of a centralized state program for occupational competency assessment. (Sec. 131)

VTP-3176

Metric Measurement Workshop.
Principal Investigator: Rowland, Robert W.
Recipient Institution: Huntingdon County Area Vocational-Technical School, Box E, Mill Creek, Pennsylvania 17060
Start—End Dates: Start Date 1 Jul 78; End Date 30 Jun 79
Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126
Contract and/or Control No.: 84-8804
Summary of Project: This project will (1) provide a two-day, inservice workshop for vocational teachers to orient them to metrics, acquaint them with the Ohio State metric materials, and provide training on using metrics in the classroom; (2) develop metric instructional packages for each vocational program; and (3) provide classroom instruction to assist students in obtaining an acceptable level of performance in metric measurement. To facilitate the implementation and to assist with the inservice workshop, a staff person(s) has been identified to provide leadership at the local level. This person(s) will (1) be made available for training; (2) plan the local workshop; (3) provide assistance to teachers during implementation; and (4) collect data for reporting impact of the project. (Sec. 132)

VTP-3177

Metric Measurement Workshop for Vocational Facilitators.
Principal Investigator: Downs, William C.
Recipient Institution: Central Westmoreland Area Vocational Technical School, R.D. 1, Arona Road, New Stanton, Pennsylvania 15672
Start—End Dates: Start Date 1 Jul 78; End Date 30 Jun 79
Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126
Contract and/or Control No.: 84-8802
Summary of Project: This project will (1) conduct a regional workshop for local facilitators in the use of metric measurement in vocational education programs; (2) train the facilitators to conduct local metric workshops; and (3) train the facilitators to support local instructors in the implementation of metric measures in their instruction. Vocational schools in the central and western part of Pennsylvania will be invited to participate in a metrics implementation program using materials developed by The Center for Vocational Education. Those schools which can be accommodated will select one or more staff members to serve as metric facilitators and to attend a two-day training workshop. The workshop will be offered for approximately 45 facilitators on July 27-28, 1978. The Research Coordinating Unit will work with local schools in planning and developing teacher inservice programs utilizing the facilitators trained during the workshop. (Sec. 132)

VTP-3178

Metric Measurement Workshop for Vocational Facilitators.
Principal Investigator: Nagle, Robert A.
Recipient Institution: Lehigh County Area Vocational Technical School, 2300 Main Street, Schnecksville, Pennsylvania 18078
Start—End Dates: Start Date 1 Jul 78; End Date 30 Jun 79
Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126
Contract and/or Control No.: 84-8801
Summary of Project: This project proposes to (1) conduct a regional workshop for local facilitators in the use of metric measurement in vocational education programs; (2) train the facilitators to conduct local metric workshops; and (3) train the facilitators to support local instructors in their instruction. Vocational Schools in the central and eastern part of Pennsylvania will be invited to participate in a metrics implementation program using materials developed by The Center for Vocational Education. Those schools which can be accommodated will select one or more staff members to serve as metric facilitators and to attend a two-day training workshop. The workshop will be offered for approximately 30 to 45 facilitators on July 13-14, 1978. The Research Coordinating Unit will work with local schools in planning and developing teacher inservice programs utilizing the facilitators trained during the workshop. (Sec. 132)

VTP-3179

A Project to Develop an Evaluation instrument to be Used to Certify Motor Vehicle Emissions Control Systems Mechanics.
Principal Investigator: Adelman, Frank W.Kraft, Harry M.
Recipient Institution: Pennsylvania State University, 207 Old Main, University Park, Pennsylvania 16802
Start—End Dates: Start Date 15 Mar 78; End Date 30 Jun 78
Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126
Contract and/or Control No.: 93-8012
Summary of Project: A written evaluation instrument will be developed to assess cognitive abilities of technical standards and information required of motor vehicles to meet provisions of the U.S. Clean Air Act as amended August 1977. A performance examination will be developed to assess those additional cognitive and psychomotor skills necessary to the servicing, repairing, and maintaining of emissions control systems to EPA manufacturers specification and approved EPA Standards. Provided will be a means of certifying the level of competency required of mechanics to service, repair, and maintain motor vehicle emissions control systems by means of written and performance evaluation. Procedures will include: (1) developing an extensive list of evaluation items to ascertain necessary knowledge of motor vehicle emissions control systems; (2) developing a set of performance evaluation assignments to ascertain the skills necessary for satisfactory motor vehicle emission control system repair, service, and maintenance; (3) validating evaluation items developed through a pilot administration of the test; and (4) publishing findings and providing a report to the Bureau of Vocational Education. (Sec. 133)

VTP-3180

RCU Metric Measurement Program.
Principal Investigator: Sanns, Frank
Recipient Institution: Steel Valley Area Vocational-Technical School, 4920 Buttermilk Hollow Road, West Mifflin, Pennsylvania 15122
Start—End Dates: Start Date 1 Jul 78; End Date 30 Jun 79
Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126
Contract and/or Control No.: 84-8803
Summary of Project: The project will (1) provide a two-day metric measurement inservice workshop for vocational teachers; (2) develop metric instructional packages for each vocational program; and (3) provide classroom instruction to assist students in obtaining an acceptable level of performance in metric measurement. To facilitate the implementation and to assist with the inservice workshop, a staff person(s) has been identified to provide leadership at the local level. This person(s) will (1) be made available for training; (2) plan the local workshop; (3) provide assistance to teachers during implementation; and (4) collect data for reporting impact of the project. (Sec. 132)

VTP-3181

The Relationship of Selected Personal and Professional Characteristics to the Professionalism of Leaders in Vocational Education.

Principal Investigator: Bronk, Carol G.

Recipient Institution: Temple University, Philadelphia, Pennsylvania 19122

Start—End Dates: Start Date 1 Jul 78; End Date 30 Jun 79

Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126

Contract and/or Control No.: 83-8801

Summary of Project: This project seeks to determine the extent to which the following personal characteristics–age, sex, marital status, number of children, time devoted to household tasks, spouse's educational level, and vocational youth club experience–and professional characteristics–years in education, years in present position, professional mobility, publications, professional journals read, professional experience, time devoted to profession, professional meetings attended, using the professional organization as a major referent, belief in public service, belief in self-regulation, sense of calling to the field, and autonomy–are related to the professionalism of a selected group of leaders in vocational education. A questionnaire will be developed following a review of the literature and incorporating Snizek's version of Hall's Professionalism Scale. The questionnaire will be reviewed by a panel of professionals in vocational education and pilot tested by 20 randomly selected members of the NCLA. Each state or territorial president of the AVA affiliates will be contacted and asked, based upon expert opinion and given a definition of leadership, to identify the two men and the two women in his/her region that made the greatest contribution to vocational education leadership in the past year. The questionnaire will be administered to the 220 leaders in vocational education throughout the nation and the results will be analyzed by regressional techniques to determine the influence of the selected personal and professional characteristics upon the professionalism of the leaders. (Sec. 131)

VTP-3182

A Study to Determine the Skills and Knowledges Required for Personnel in Business Data Processing Centers.

Principal Investigator: Armstrong, Ruth D.

Recipient Institution: Shippensburg State College, Shippensburg, Pennsylvania 17257

Start—End Dates: Start Date 17 Apr 78; End Date 30 Jun 78

Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126

Contract and/or Control No.: 93-8014

Summary of Project: This project will determine (1) the number and type of positions available in business data processing centers as well as the minimum educational requirements for each; (2) what peripheral equipment is being utilized to support the computer; (3) what type of input media is being utilized; (4) what languages are being used; and (5) what type of educational preparation is preferred for each job cluster. A survey instrument will be constructed and a pilot study will be done to test the clarity of the survey instrument. After necessary revisions, the questionnaire will be mailed to approximately 1,800 firms in Pennsylvania. The returned questionnaires will be tabulated and analyzed. (Sec. 133)

VTP-3183

Teacher In-Service Workshop for Metric Measurement.

Principal Investigator: Kauffman, John M.

Recipient Institution: Lawrence County Area Vocational-Technical School, 750 Wood Street, New Castle, Pennsylvania 16101

Start—End Dates: Start Date 3 Apr 78; End Date 30 Jun 78

Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126

Contract and/or Control No.: 84-8003

Summary of Project: The project will (1) provide a two-day inservice workshop for vocational teachers to orient them to metrics, acquaint them with the Ohio State metric materials, and provide training on using metrics in the classroom; (2) develop metric instructional packages for each vocational program; and (3) provide classroom instruction to assist students in obtaining an acceptable level of performance in metric measurement. To facilitate the implementation and to assist with the inservice workshop, a staff person has been identified to provide leadership at the local level. This person will (1) be made available for training; (2) plan the local workshop; (3) provide assistance to teachers during implementation; and (4) collect data for reporting impact of the project. (Sec. 132)

VTP-3184

A Proposal for Development of an Adult Distributive Education Mini-Adult Course, 1977-78.

Principal Investigator: Reece, Barry L.

Recipient Institution: Virginia Polytechnic Institute and State University, Blacksburg, Virginia 24061

Start—End Dates: Start Date 1 Mar 78; End Date 30 Jun 78

Supporting Agency: Virginia State Department of Education, P.O. Box 60, Richmond, Virginia 23216

Contract and/or Control No.: 14-77-78

Summary of Project: It is the purpose of this proposal to develop a four-to-six hour, competency-based adult sales training course. The topic of salesmanship was recommended by a committee of adult distributive education personnel representing all geographic areas of Virginia. The instructional materials will be developed by Dr. Barry L. Reece, working in cooperation with members of the Distributive Education Program Area staff and personnel in the VPI & SU Learning Resources Center. Forty copies of the instructional package will be disseminated to selected school divisions. (Sec. 133)

VTP-3185

Competency-Based Education (CBE) Nursing Assistant Curriculum Revision.

Principal Investigator: Jacobs, Dan

Recipient Institution: Associated Educational Consultants, Pittsburgh, Pennsylvania

Start—End Dates: Start Date 15 Feb 78; End Date 30 Nov 78

Supporting Agency: West Virginia State Department of Education, Building Six, 1900 Washington Street, East, Charleston, West Virginia 25305

Contract and/or Control No.: 45-A

Summary of Project: The purpose of the project is to revalidate the competencies for the West Virginia CBE Nursing Assistant Curriculum and revise the curriculum. The competencies will be revalidated using a survey to incumbents and supervisors. The curriculum will be revised by curriculum writers and consultants based on teacher data and the Vocational-Technical Education Consortium of States (V-TECS) catalog on Nursing Aide. The outcome of the project will be a CBE Nursing Assistant curriculum and teachers guide. (Sec. 133)

VTP-3186

Development of a Competency-Based Education (CBE) Autobody Curriculum.

Principal Investigator: Cain, Bob

Recipient Institution: RCA Service Company, Camden, New Jersey

Start—End Dates: Start Date 15 Feb 78; End Date 30 Sep 78

Supporting Agency: West Virginia State Department of Education, Building Six, 1900 Washington Street, East, Charleston, West Virginia 25305

Contract and/or Control No.: 49-A

Summary of Project: Purpose of the project is to develop and deliver a West Virginia CBE Autobody Curriculum. A survey of teachers, supervisors/employers, and practitioners will be used to validate the competencies. Based on the competencies, performance objectives/criterion referenced measures, performance guides, and learning activities will be written into a student curriculum. A teachers guide will also be developed. (Sec. 133)

VTP-3187

Development of a Competency-Based Education (CBE) Diversified Cooperative Training Curriculum.

Principal Investigator: Ruminski, Stanley

Recipient Institution: Ohio County Board of Education, Wheeling, West Virginia

Start—End Dates: Start Date 1 Jun 78; End Date 30 Dec 78

Supporting Agency: West Virginia State Department of Education, Building Six, 1900 Washington Street, East, Charleston, West Virginia 25305

Contract and/or Control No.: 51-A

Summary of Project: The project will develop a West Virginia CBE Diversified Cooperative Training (DCT) Curriculum and a teacher's guide. A survey of teachers, supervisors/employers, and practitioners will be used to validate the competencies. Based on the competencies, performance objectives/criterion referenced measures, performance guides, and learning activities will be written into a student curriculum. (Sec. 133)

VTP-3188

Development of a Competency-Based Education (CBE) Floriculture Curriculum.

Principal Investigator: Jacobs, Dan

Recipient Institution: Associated Educational Consultants, Pittsburgh, Pennsylvania

Start—End Dates: Start Date 1 Jun 78; End Date 30 Dec 78

Supporting Agency: West Virginia State Department of Education, Building Six, 1900 Washington Street, East, Charleston, West Virginia 25305

Contract and/or Control No.: 50-A
Summary of Project: A West Virginia CBE Floriculture Curriculum and teachers guide will be developed in this project. A survey of teachers, supervisors/employers and practitioners will be used to validate the competencies. Based on the competencies, performance objectives/criterion referenced measures, performance guides, and learning activities will be written into a student curriculum. This CBE curriculum will be used across West Virginia and distributed nationally. (Sec. 133)

VTP-3189

Development of a Competency-Based Education (CBE) Legal Secretary Curriculum.
Principal Investigator: Cain, Bob
Recipient Institution: RCA Service Company, Camden, New Jersey
Start—End Dates: Start Date 15 Feb 78; End Date 30 Sep 78
Supporting Agency: West Virginia State Department of Education, Building Six, 1900 Washington Street, East, Charleston, West Virginia 25305
Contract and/or Control No.: 48-A
Summary of Project: Purpose of the project is to develop and deliver a West Virginia CBE Legal Secretary Curriculum and teachers guide. A survey of teachers, supervisors/employers, and practitioners will be used to validate the competencies. Based on the competencies, performance objectives/criterion referenced measures, performance guides, and learning activities will be written into a student curriculum. (Sec. 133)

VTP-3190

Development of a Competency-Based Education (CBE) Tractor Mechanic Curriculum.
Principal Investigator: Silletto, Tom
Recipient Institution: Virginia Polytechnic Institute and State University, Blacksburg, Virginia 24061
Start—End Dates: Start Date 15 Feb 78; End Date 30 Sep 78
Supporting Agency: West Virginia State Department of Education, Building Six, 1900 Washington Street, East, Charleston, West Virginia 25305
Contract and/or Control No.: 44-A
Summary of Project: The project seeks to develop a West Virginia CBE Tractor Mechanic Curriculum. A survey of teachers, supervisors/employers, and practitioners will be used to validate the competencies. Based on the competencies, performance objectives/criterion referenced measures, performance guides and learning activities will be written into a student curriculum. A teachers guide will also be developed. A CBE Tractor Mechanic curriculum and teachers guide will be delivered. (Sec. 133)

VTP-3191

Development of a Competency-Based-Education (CBE) Welding Curriculum.
Principal Investigator: Jacobs, Dan
Recipient Institution: Associated Educational Consultants, Pittsburgh, Pennsylvania
Start—End Dates: Start Date 15 Feb 78; End Date 30 Nov 78
Supporting Agency: West Virginia State Department of Education, Building Six, 1900 Washington Street, East, Charleston, West Virginia 25305
Contract and/or Control No.: 46-A
Summary of Project: Purpose of the project is to develop and deliver a West Virginia CBE Welding Curriculum and teachers guide. A survey of teachers, supervisors/employers, and practitioners will be used to validate the competencies. Based on the competencies, performance objectives/criterion referenced measures, performance guides, and learning activities will be written into a student curriculum. (Sec. 133)

VTP-3192

Center for Vocational, Technical and Adult Education.
Principal Investigator: Nelson, Orville
Recipient Institution: Wisconsin University-Stout, Menomonie, Wisconsin 54751
Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78
Supporting Agency: Wisconsin State Board of Vocational, Technical, and Adult Education, 4802 Sheboygan Avenue, Madison, Wisconsin 53702
Contract and/or Control No.: 30-040-150-318
Summary of Project: The project will (1) identify needs of vocational educators in Wisconsin; (2) coordinate the development of professional development activities; (3) develop and field test vocational education program evaluation techniques, procedures, and models; (4) undertake and encourage applied research of problems in vocational education; and (5) disseminate information relevant to vocational education in Wisconsin. Procedures will be to provide basic secretarial and consultative staff to serve as linkages with other University staff to accomplish projects in accordance with above objectives. (Sec. 130)

VTP-3193

Cost Benefit Study.
Principal Investigator: Weiner, Art E.
Recipient Institution: Moraine Park Technical Institute, 235 North National Avenue, Fond Du Lac, Wisconsin 54935
Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78
Supporting Agency: Wisconsin State Board of Vocational, Technical, and Adult Education, 4802 Sheboygan Avenue, Madison, Wisconsin 53702
Contract and/or Control No.: 10-029-150-318
Summary of Project: This project will (1) refine formulas for cost determination (instructional costs of presentation of knowledge and student cost in acquiring knowledge); (2) refine instruments for collecting non-economic benefits; (3) incorporate non-economics costs and benefits into cost-effectiveness formulas; and (4) develop a list of data needed for the Cost Benefit Model not now provided for in the State MIS System. Procedures will be to (1) categorize all variables involved in determining costs and benefits; (2) expand the list of non-economic benefits; (3) refine the present Cost Benefit Model in the area of social and private non-economic benefits; (4) develop and test an instrument for evaluating student attitudes toward self, toward education, and toward their job; and (5) test the revised Cost Benefit Model with selected courses and programs providing the greatest number of variables. (Sec. 131)

VTP-3194

Developing Individualized Curriculum Materials at Fox Valley Technical Institute.
Principal Investigator: Spanbauer, Stanley
Recipient Institution: Fox Valley Technical Institute, 1825 North Bluemound Drive, Appleton, Wisconsin 54911
Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78
Supporting Agency: Wisconsin State Board of Vocational, Technical, and Adult Education, 4802 Sheboygan Avenue, Madison, Wisconsin 53702
Contract and/or Control No.: 12-345-150-318
Summary of Project: The project proposes to (1) establish a management system for the implementation and evaluation of a curriculum development program and (2) provide financial incentives to instructors to develop individualized instructional materials which provide additional alternatives for vocational-technical students. Procedures will be to (1) inform the faculty and supervisory staff of the curriculum revision and development programs; (2) encourage faculty members to develop curriculum revision proposals; (3) counsel with faculty members who are interested in curriculum development; (4) approve curriculum development projects and assist instructors with their projects; and (5) evaluate the instructional materials and the management system which have been developed. (Sec. 133)

VTP-3195

Development and Implementation of Competency Based Education.
Principal Investigator: Becker, William
Recipient Institution: Gateway Technical Institute, 3520 30th Avenue, Kenosha, Wisconsin 53140
Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78
Supporting Agency: Wisconsin State Board of Vocational, Technical, and Adult Education, 4802 Sheboygan Avenue, Madison, Wisconsin 53702
Contract and/or Control No.: 06-638-150-318
Summary of Project: Objectives are to (1) identify, validate, and sequence occupational competencies in selected vocational programs; (2) identify, validate, and sequence competencies in selected general education programs; and (3) write selected instructional modules. A series of faculty workshops to accomplish the above objectives will be held and the project will be evaluated in terms of the objectives and the previously developed "CBE Curriculum Design and Implementation Manual." (Sec. 133)

VTP-3196

Grants Writer.
Principal Investigator: Weiner, Art. E.
Recipient Institution: Moraine Park Technical Institute, 235 North National Avenue, Fond Due Lac, Wisconsin 54935
Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78
Supporting Agency: Wisconsin State Board of Vocational, Technical, and Adult Education, 4802 Sheboygan Avenue, Madison, Wisconsin 53702
Contract and/or Control No.: 10-016-150-318
Summary of Project: The funding of this position enables the district to (1) employ an individual on a full-time basis to submit applications for grants and contracts; (2) develop a library of funding sources; (3) provide liaison with the State Board Office of Grants and Contracts; and (4) evolve a plan of participation for management staff in its efforts to obtain grants and contracts. Monies received will greatly increase the district's latitude in extending outreach services to areas otherwise not receiving indepth attention. Obtaining grant monies is a continual process and written applications are submitted to organizations, industries, and funding sources located throughout the United States. Sources and leads for funding become availa-

ble at all times and dates and have deadlines that must be met through the year. This project will enable the district to investigate leads and submit applications whenever the opportunity arises. (Sec. 130)

VTP-3197

Improving Articulation Between Secondary and Post-Secondary Schools.
Principal Investigator: Spanbauer, Stanley
Recipient Institution: Fox Valley Technical Institute, 1825 North Bluemound Drive, Appleton, Wisconsin 54911
Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78
Supporting Agency: Wisconsin State Board of Vocational, Technical, and Adult Education, 4802 Sheboygan Avenue, Madison, Wisconsin 53702
Contract and/or Control No.: 12-343-151-318
Summary of Project: Objectives are to (1) maintain liaison between secondary and postsecondary staff in Office Occupations and Drafting; (2) develop learning modules in Health Occupations; (3) commence articulation in Agriculture and/or Marketing education; (4) develop articulated instructional materials in human relations skills; and (5) evaluate effectiveness of articulation activities. The articulating model previously developed will be used as a basis for (1) planning; (2) competency-based delivery; (3) job related instruction; (4) program flexibility; (5) staff inservice programs; and (6) program review and evaluation. Articulated learning modules and competency lists will be delivered. (Sec. 133)

VTP-3198

MATC District Curriculum Articulation Project.
Principal Investigator: Greeson, Bernard
Recipient Institution: Milwaukee Area Technical College, 1015 North 6th Street, Milwaukee, Wisconsin 53203
Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78
Supporting Agency: Wisconsin State Board of Vocational, Technical, and Adult Education, 4802 Sheboygan Avenue, Madison, Wisconsin 53702
Contract and/or Control No.: 09-039-150-318
Summary of Project: The objective of this project is to explore, develop, and implement every possible means to bring about closer cooperation, communication, and coordination between our many diverse high schools and the Milwaukee Area Technical College in as many vocational-technical areas as possible, in order that students at the secondary and postsecondary level will receive the best possible training for a vocational-technical career. Procedures will include: (1) a series of teacher-to-teacher seminars to: (a) identify taxonomies of competencies, (b) examine curriculum materials, (c) set the minimum levels of competencies expected at the end of the 12th grade and the beginning of the 13th grade; (2) a series of district-wide or regional meetings to discuss advanced placement; and (3) a comprehensive program of MATC teacher visitation of schools. Competency lists will be delivered. (Sec. 133)

VTP-3199

NCTI Energy Institute/Center.
Principal Investigator: Paulsen, Russell
Recipient Institution: North Central Technical Institute, 1000 Schofield Avenue, Wausau, Wisconsin 54401
Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78
Supporting Agency: Wisconsin State Board of Vocational, Technical, and Adult Education, 4802 Sheboygan Avenue, Madison, Wisconsin 53702
Contract and/or Control No.: 15-295-150-318
Summary of Project: Objectives are to (1) promote the concept of energy conservation throughout the NCTI District; (2) develop appropriate energy curriculum materials; (3) provide resource persons who can speak to various community groups and organizations on energy; (4) identify the needs of local industry; and (5) identify resources to meet needs. Procedures will be to (1) form an energy conservation advisory committee to help identify energy conservation concepts and give overall direction to the project; (2) conduct conferences, seminars, and workshops, for teachers, business, industry, and the general public on techniques for energy conservation; and (3) develop linkages with various agencies concerned with energy conservation. (Sec. 132)

VTP-3200

Services to American Indian Population to Bridge the Gap Between Education, Culture and World of Work.
Principal Investigator: Sabota, Rober
Recipient Institution: Nicolet College and Technical Institute, Box 518, Rhinelander, Wisconsin 54501
Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78
Supporting Agency: Wisconsin State Board of Vocational, Technical, and Adult Education, 4802 Sheboygan Avenue, Madison, Wisconsin 53702
Contract and/or Control No.: 16-061-150-318
Summary of Project: Objectives are to (1) familiarize American Indian Youth with a broad range of relevant occupations; (2) familiarize American Indian youth with a spectrum of educational and training opportunities; (3) provide intensive occupational guidance and counseling to improve self-awareness, career awareness, and information regarding the world of work; (4) upgrade the VTAE supportive services, understandings of, and commitment to serving American Indians; (5) continue to sensitize VTAE staff to Wisconsin American Indian culture, aspirations, goals, and needs; (6) develop or obtain appropriate instructional and supportive services materials, modules, and packages for counseling, career education, recruiting assessment, and orientation; and (7) continue to develop, field test, and refine an operational model. The objectives will be accomplished through the continued use of an advisory committee and the continued employment of a one half-time project director and one half-time Program Advisor in the Nicolet District and one full-time Program Advisor for each of the remaining two Districts. (Sec. 132)

VTP-3201

Strengthening Career Awareness Through Personal Peer Interaction.
Principal Investigator: Campbell, William
Recipient Institution: Western Wisconsin Technical Institute, 6th and Vine Streets, La Crosse, Wisconsin 54601
Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78
Supporting Agency: Wisconsin State Board of Vocational, Technical, and Adult Education, 4802 Sheboygan Avenue, Madison, Wisconsin 53702
Contract and/or Control No.: 02-008-150-318
Summary of Project: The project will (1) expose 500 high school seniors, who have made no commitment towards their education or career objectives, to the diversified opportunities available to them; (2) provide a program of career exploration for high school seniors, who have made no career or educational commitment, to reinforce a positive reaction towards education and/or a career; and (3) inform these students of the training requirements for a chosen career. Approximately 500 high school seniors (identified as not having made career plans) will be brought to the Technical Institute for exploring diversified careers. Approximately 100 students will participate in each of the five one-day experiences. The career exploration program at the Institute will provide indepth information, group counseling, and classroom visitation so the high school student can make approximate connections between a career choice and the associated training requirements. The student hosts participating from the Institute will be screened as to interests and abilities for appropriately relating to the high school students. (Sec. 132)

VTP-3202

Student Attrition Within a Rural-Urban VTAE District in Wisconsin.
Principal Investigator: Farning, Max
Recipient Institution: Mid-State Technical Institute, 431 Lincoln Street, Wisconsin Rapids, Wisconsin 54494
Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78
Supporting Agency: Wisconsin State Board of Vocational, Technical, and Adult Education, 4802 Sheboygan Avenue, Madison, Wisconsin 53702
Contract and/or Control No.: 14-017-150-318
Summary of Project: Objectives are to (1) identify specific background information pertinent to attrition predictability, i.e., ACT scores, rank in high school, work hours; (2) develop a withdrawal Data Form for collecting student withdrawal information from individual instructors; (3) identify and compare the factors of student attrition as perceived by the student withdrawal, the faculty instructing the student, and the counselor conducting the exit interview; and (4) utilize the data as a base for developing retention measures, for all students regardless of race, creed, ethnic origin, or sex. The methodology employed will involve individual followup of each student who withdraws from Mid-State in the 1977-78 academic year. Initially, an Advisory Committee will be established to assist in the development and evaluation of the project. A student withdrawal form will be delivered. (Sec. 131)

VTP-3203

Wisconsin Occupational Information System.
Principal Investigator: Lambert, Roger H.
Recipient Institution: University of Wisconsin, Vocational Studies Center, 500 Lincoln Drive, Madison, Wisconsin 53706
Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78
Supporting Agency: Wisconsin State Board of Vocational, Technical, and Adult Education, 4802 Sheboygan Avenue, Madison, Wisconsin 53702
Contract and/or Control No.: 20-005-150-318
Summary of Project: The project will (1) help persons learn about and understand the range of careers now available and likely to be available in the future; (2) help labor force entrants become aware of occupations which are acceptable and personally satisfying; (3) encourage persons in the process of making career decisions to explore vocational possibilities on their own; (4) increase awareness of major sources of occupational information and (5) provide support for related programs including career education, career and

employment counseling, and manpower and educational planning. The Wisconsin Occupational Information System (WOIS) maintains contracts for distribution of the data base with six computer centers in the state. Each site is committed to keeping the software operable throughout the computing day and providing inservice and marketing to users in coordination with the WOIS User Services Specialists. Through the combined efforts of these computer centers and WOIS, monthly logs of use are maintained which demonstrate in summary form the amount of time spent by each user site using the system. Products to be delivered include: occupational information; reference to military occupations; education and training file; career resources file; scholarship and financial aids file; SORT file; and hard copy backup-needle sort. (Sec. 132)

Project Title List (by state)

Illinois	Advertising Services: A Suggested Curriculum Guide (Phase I).	VTP-3105
	Competency Based Curriculum Guide in High School Horticulture.	VTP-3106
	Computerized Career Information Program.	VTP-3107
	Consortium of Vocational Educators and Employers, 1977-78.	VTP-3108
	Curriculum Guides for Marketing and Distributive Education—Field Test.	VTP-3109
	Demonstration Center for Child Care Training.	VTP-3110
	Development of a Public Supported Educational Program for Young Farmers and Agribusiness Persons in Illinois.	VTP-3111
	Diffusion Center of Information of Educational Service for Handicapped and Disadvantaged Students.	VTP-3112
	Dissemination and Service Programs for the Education of Disadvantaged and Handicapped Students.	VTP-3113
	Dissemination Workshop Project for Pre-Employment Skills and Follow-up on Placement Workshops.	VTP-3114
	Field Test of Health Occupations Curriculum Guide.	VTP-3115
	Handbook and Materials for Advisors, Students and Teacher-Educators of Vocational Student Organizations.	VTP-3116
	Handicapped and Disadvantaged Implementation and Diffusion Network.	VTP-3117
	Handicapped and Disadvantaged Network Coordination, Dissemination and Diffusion Project.	VTP-3118
	Handicapped and Disadvantaged Project.	VTP-3119
	Implementation and Diffusion Network for Handicapped and Disadvantaged Students.	VTP-3120
	Improve Occupational Education for Handicapped and Disadvantaged Students and To Serve as a Demonstration Diffusion Center "TOGETHER WE CAN," Phase III.	VTP-3121
	Labor, Business, Education Council and Community Resource Program.	VTP-3122
	Marketability Study of Graduates of Illinois Agriculture Programs of Higher Education for the Purposes of Student and Parent Advisement, Program Planning, and Program Changing (Phase III).	VTP-3123
	Measuring Career Readiness in Elementary/Secondary Education.	VTP-3124
	Mini-Grants for Implementing Innovative Programs in Rural Southern Illinois.	VTP-3125
	Model Occupational Program for Handicapped and Disadvantaged Persons: Development, Planning, Implementation, Evaluation and Dissemination.	VTP-3126
	Planning and Dissemination Project for Vocational Education.	VTP-3127
	Project MAVE (Model for Articulated Vocational Education).	VTP-3128
	Standards for Illinois ABAO Post-Secondary Programs and Secondary Programs in Cook County.	VTP-3129
	Survival Skills and Curricula for Bilingual Vocational Education.	VTP-3130
	TIPS – To Improve the Probability of Success (Program and Demonstration).	VTP-3131
	Tri-County Career Education Project.	VTP-3132
	Uncomplicated Elementary Career System for the Real Classroom.	VTP-3133
Kentucky	Competency-Based Planning Activities.	VTP-3134
	Development of System to Assess Curriculum Needs in the Occupational Clusters of Agriculture and Mining.	VTP-3135
	Field-Testing Individualized Competency Based Modules for Alterationist II at Adult Level.	VTP-3136

	Industrial Education Program Improvement Project.	VTP-3137
	Limited English-Speaking Program in Kentucky: An Assessment of Needs, Programs, and Instructional Resources.	VTP-3138
	Mining Careers and Safety Program.	VTP-3139
	Special Vocational Training for Secondary-Level EMH and LD Students Through Utilization of AVEC's in Region Seven.	VTP-3140
Maryland	Child Development Teacher Competency Based Training Material Development.	VTP-3141
	Dissemination and Guidance for Sex Bias.	VTP-3142
	Elimination of Sex-Bias in Home Economics Child Development/Parenting Materials K-12.	VTP-3143
	Elimination of Sex Bias in Legal Assistant Field.	VTP-3144
	Elimination of Sex Bias: Instructional Revision.	VTP-3145
	Exemplary/Disadvantaged.	VTP-3146
	Exemplary/Handicapped.	VTP-3147
	Implementation of Vocational Student Organization Health Occupations Students of America.	VTP-3148
	Instructional Materials Evaluation: Pertaining to sex bias and sex role stereotyping in the area of Industrial Arts.	VTP-3149
	Investigation of Property (Housing) Management Field and Evaluation of Housing Management Program at Howard Community College.	VTP-3150
	Leadership Development Workshops for Building Principals.	VTP-3151
	Maryland Educational Research Guidebook.	VTP-3152
	Needs Assessment for Real Estate Curriculum.	VTP-3153
	Pilot Project for High Risk Vocational-Technical Students.	VTP-3154
	Roto-Shelf.	VTP-3155
	Roto Shelf – Agriculture.	VTP-3156
	Teacher's Handbook for Exploring a Cluster of Work Values of Students, Parents and Teachers on the Bases of Research Findings.	VTP-3157
Massachusetts	CEDIS Curriculum Services Center.	VTP-3158
	Curriculum Coordination.	VTP-3159
	Evaluation Responsibilities of the Community College System of the Commonwealth.	VTP-3160
	Exploratory Clusters Program in the Boston Public Schools (Continuation).	VTP-3161
Minnesota	Adult Vocational Evening Instructor Study.	VTP-3162
	Minnesota Industrial Arts Study.	VTP-3163
	Minnesota Secondary School Follow-Up Project.	VTP-3164
Nebraska	Nebraska Vocational Curriculum Resource Center.	VTP-3165
New Hampshire	Study of a State Resource Center for Vocational and Occupational Education.	VTP-3166
North Dakota	Curriculum Development Project in Vocational Agriculture/Agribusiness.	VTP-3167
	Identification and Determination of the Needs of Displaced Homemakers in North Dakota (Phase I).	VTP-3168
Oklahoma	Non-Traditional Student Organization Incentive Program.	VTP-3169
Oregon	Model for Vocational (Occupational) Program Review/Termination in Post-Secondary/Secondary Schools in Oregon.	VTP-3170
	Survey of Perceptions of Oregon Vocational Education Needs Which Can Be Treated Through Vocational Research and/or Exemplary Programs.	VTP-3171
	Workshops for Vocational Program and Curriculum Planning in Secondary Schools.	VTP-3172

Pennsylvania	Assessment of First-Year Food Service Student's Attitudes Towards Individualized Instruction in Five Selected Pennsylvania Community Colleges.	VTP-3173
	Curriculum Library Resource Development.	VTP-3174
	Development of a Series of Recommendations and Procedures Required in Administration of a Centralized Program of Occupational Competency Assessment.	VTP-3175
	Metric Measurement Workshop.	VTP-3176
	Metric Measurement Workshop for Vocational Facilitators.	VTP-3177
	Metric Measurement Workshop for Vocational Facilitators.	VTP-3178
	Project to Develop an Evaluation Instrument to be Used to Certify Motor Vehicle Emissions Control Systems Mechanics.	VTP-3179
	RCU Metric Measurement Program.	VTP-3180
	Relationship of Selected Personal and Professional Characteristics to the Professionalism of Leaders in Vocational Education.	VTP-3181
	Study to Determine the Skills and Knowledges Required for Personnel in Business Data Processing Centers.	VTP-3182
	Teacher In-Service Workshop for Metric Measurement.	VTP-3183
Virginia	Proposal for Development of an Adult Distributive Education Mini-Adult Course, 1977-78.	VTP-3184
West Virginia	Competency-Based Education (CBE) Nursing Assistant Curriculum Revision.	VTP-3185
	Development of a Competency-Based Education (CBE) Autobody Curriculum.	VTP-3186
	Development of a Competency-Based-Education (CBE) Diversified Cooperative Training Curriculum.	VTP-3187
	Development of a Competency-Based Education (CBE) Floriculture Curriculum.	VTP-3188
	Development of a Competency-Based Education (CBE) Legal Secretary Curriculum.	VTP-3189
	Development of a Competency-Based Education (CBE) Tractor Mechanic Curriculum.	VTP-3190
	Development of a Competency-Based-Education (CBE) Welding Curriculum.	VTP-3191
Wisconsin	Center for Vocational, Technical and Adult Education.	VTP-3192
	Cost Benefit Study.	VTP-3193
	Developing Individualized Curriculum Materials at Fox Valley Technical Institute.	VTP-3194
	Development and Implementation of Competency Based Education.	VTP-3195
	Grants Writer.	VTP-3196
	Improving Articulation Between Secondary and Post-Secondary Schools.	VTP-3197
	MATC District Curriculum Articulation Project.	VTP-3198
	NCTI Energy Institute/Center.	VTP-3199
	Services to American Indian Population to Bridge the Gap Between Education, Culture and World of Work.	VTP-3200
	Strengthening Career Awareness Through Personal Peer Interaction.	VTP-3201
	Student Attrition Within a Rural-Urban VTAE District in Wisconsin.	VTP-3202
	Wisconsin Occupational Information System.	VTP-3203

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